

# N.S. education report "defeatist" and "authoritarian", says CAUT

by Helen Baxter  
Bulletin Editor

The CAUT has added its voice to the growing opposition to a controversial report commissioned by the Nova Scotia government on the future of higher education in the province.

The report of the Royal Commission on Post-Secondary Education, released December 20, has raised a

storm of protest throughout the academic community in Nova Scotia, as well as elsewhere in Canada.

University presidents, faculty and students have held emergency meetings to discuss the report, during which all of its key recommendations have come under severe attack.

At a meeting in Ottawa in February, members of the CAUT's Board of Directors

voted unanimously to support the Nova Scotia Confederation of University Faculty Associations (NSCUFA) in its stand against the Royal Commission Report.

The Association approved a hard-hitting response to the Commission's report, to be presented to the Nova Scotia government.

It also agreed to authorize the spending of \$15,000 in support of NSCUFA's activities undertaken in response to the report.

Speaking in support of the strong CAUT position against the Commission's findings, CAUT President Ed Anderson called the report "a very frightening document", and one "with implications for all universities across Canada."

CAUT Board member Victor Catano (Psychology, Saint Mary's University, Halifax), in appealing for support from the national body, termed the Commission's report "narrow" and "provincial". Dr. Catano said that, while the report's 115 recommendations "do not appear so bad individually", taken together they present the picture of "a very regimented, highly centralized, state-controlled system".

Dr. Catano said the report carried an overall priority "to enhance the economic development of the state" and stressed labour market demands over the quality of higher education.

"While saying good things about a liberal education," the Commission actually demonstrated "a very reactionary view of the liberal arts," he said.

Dr. Catano warned that, if the report were adopted, it would "give the government the mandate to do what has been done in B.C."

The report is the culmination of three years of study on the part of the three-member Commission.

The Commission has drawn criticism since February 1983 when it was launched by then N.S. Education Minister Terry

See N.S. REPORT/9

## The Nova Scotia Royal Commission Checklist of major recommendations

- the creation of the Nova Scotia Council on Higher Education, an autonomous provincial intermediary body with executive authority and discretionary powers over funding of the universities
- an increase in tuition fees so that students pay 50% of the costs of their instruction
- the abolition of the N.S. bursary program, to be replaced with a loan program
- the introduction of differential fees for out-of-province and foreign students
- the institution of university entrance exams, and a core curriculum in the liberal arts and basic sciences which must be completed before program specialization



Dal poll shows public support for universities

## Commission royale en N-E: L'ACPU dénonce le rapport

par Helen Baxter,  
Rédactrice du Bulletin

L'ACPU a ajouté sa voix à l'opposition grandissante que suscite un rapport controversé commandé par le gouvernement de la Nouvelle-Écosse sur l'avenir de l'enseignement supérieur dans la province.

Le rapport de la Commission royale d'enquête sur l'enseignement postsecondaire, publié le 20 décembre, a soulevé une tempête de protestations dans toute la collectivité universitaire en Nouvelle-Écosse et ailleurs au Canada.

Les recteurs, professeurs et étudiants des universités ont tenu des réunions d'urgence afin d'y discuter du rapport, réunions où l'on s'est vivement attaqué à toutes ses recommandations clés.

Lors d'une réunion tenue à Ottawa en février, les membres du Bureau de direction de

l'ACPU ont décidé, par un vote unanime, d'appuyer la Nova Scotia Confederation of University Faculty Associations (NSCUFA) dans son opposition au rapport de la Commission.

L'Association a approuvé un rapport inéscif établi à titre de réponse de l'ACPU à la Commission et devant être présenté au gouvernement de la Nouvelle-Écosse.

Elle est aussi venue d'autoriser la dépense de \$15,000 à l'appui des activités par la NSCUFA en réponse au rapport de la Commission.

Défendant la position équilibrée adoptée par l'ACPU contre les conclusions de la Commission, le Président de l'ACPU, M. Ed Anderson, a dit que le rapport était "un document très effrayant" qui "touche toutes les universités du pays".

Un membre du Bureau, Victor Catano (Psychologie, Université Saint Mary's,

d'Halifax), a dit, en faisant appel à l'appui de l'Association nationale, que le rapport de la Commission revêtait un caractère "borné" et "provincial". M. Catano a ajouté que, même si les 115 recommandations du rapport "ne semblent pas être isolément si mauvaises", elles constituaient

Voir RAPPORT/11

## THE TEACHING DOSSIER (after page 10)

DOSSIER D'ENSEIGNEMENT (après la page 10)

## INSIDE

- RESEARCH VICTIM of government's slight of hand/3
- NEW GOVERNMENT MONEY welcomed by B.C.'s universities/4
- NEW EXIGENCY POLICY approved by majority of UBC faculty/5
- LE QUÉBEC: les universités et l'avenir/6
- MORE SUPPORT needed for R & D/8

## REGULAR FEATURES

A la rédaction/2; Lobbyist's notebook/4; La poutre à l'oreille/7; South of the border/10; Positions disponibles/postes disponibles/14

## Major review set for CAUT

by Ed Anderson  
CAUT President

Issues regarding the future direction of CAUT had top priority at the February 21-23 Board of Directors meeting. The annual Council, scheduled for May 13-15 in Ottawa, will be asked to undertake the first major review of the Association in almost a decade.

The Board recommended to Council that an external review committee be established with a mandate to review and consider recommendations concerning changes to the objectives of CAUT, its

organizational structure, the relationships between CAUT and its member local and provincial associations, and a fee structure and voting procedure that will facilitate achieving the Association's objectives. The three-person review committee will be asked to complete the review by the February, 1987 meeting of the Board. It will be a major item on the agenda of the 1987 Council.

Other specific items recommended to Council for discussion by the Board include:

□ revision of the By-laws and fee formula based on principles that recognize



Ed Anderson

See BOARD/12

## Un examen de l'ACPU

par Ed Anderson,  
Président de l'ACPU

Les questions concernant l'orientation future de l'ACPU ont primé à la réunion des 21, 22 et 23 février du Bureau de direction. Au Conseil, qui tiendra ses assises annuelles du 13 au 15 mai à Ottawa, il sera demandé d'effectuer le premier grand examen de l'Association depuis presque une décennie.

Le Bureau a recommandé au Conseil de charger un comité externe d'étudier des propositions touchant les changements à apporter aux objectifs de l'ACPU, à son organisation, aux relations entre l'ACPU et ses associations membres locales et provinciales ainsi qu'à la structure des cotisations et à la procédure de votation afin de faciliter la réalisation des buts de l'Association. Le comité, constitué de trois personnes, sera prié de terminer ses

travaux d'ici à la réunion de février 1987 du Bureau. Cette affaire sera un article important à l'ordre du jour de la réunion de 1987 du Conseil.

Voici les autres questions que le Bureau a proposées au Conseil de discuter:

- la révision des Statuts et la formule de cotisation fondée sur le principe de la représentation selon le nombre de membres, y compris un maximum destiné à limiter l'influence et les cotisations de n'importe quelle association particulière.
- les modifications à apporter aux Statuts afin d'assurer un scrutin pondéré dans le cas de toutes les résolutions de recettes et de dépenses; et
- un budget équilibré pour 1986-87, sans augmentation

Voir BUREAU/12







# Research victim of govt's slight of hand

by Richard Bellaire  
CAUT Staff

In his budget of February 26, Finance Minister Michael Wilson announced significant increases in government support for the three federal granting councils; however, on closer examination of the details there is much less there than meets the eye.

In the budget statement, Mr. Wilson said:

"the government will provide an additional \$300 million in core funding to the councils over the period to 1990-91 to ensure that, at a minimum, funding does not fall below 1985-86 levels."

However, the reality is that government support to the councils will be frozen at \$536.7 million for 87-88 to 90-91. This does not appear to mean frozen in constant dollar terms. Thus, the \$536.7 million will lose value because of inflation. CAUT's initial response to the budget statement was somewhat positive on Wednesday until the details were released on Friday and it was seen that the "increases" were calculated by some very creative accounting with the same amount of money being counted for each of four years.

The government expects

**Table 1**  
**The Federal 5-Year Financial Plan**  
**For University Research**  
**(\$ Millions)**

	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91	Total 1986-1991
<b>TOTAL OF THREE GRANTING COUNCILS</b>							
(a) Previously Approved Budgets	536.7	480.4	478.1	478.0	478.2	478.2	2392.9
(b) Budget Increases	—	81.6	58.6	58.7	58.5	58.5	315.9
(c) Federal Matching of Private Sector Contributions	—	—	33.5	69.7	110.3	155.7	369.2
(d) Anticipated Private Sector Contributions	—	—	33.5	69.7	110.3	155.7	369.2
(e) Total Anticipated Funds	536.7	562.0	603.7	676.1	757.3	848.1	3447.2

that increases will come from the private sector and the government will increase funding only by matching private sector contributions to the university for specific scientific research projects. Though all the details have not been worked out, what appears to be the case is that a private sector firm will commission some type of research at a university through the granting councils. The federal government will match the cost of the project with grants to the appropriate council. The government expects private sector contributions to increase by 500% over four years; this seems a little too optimistic.

To date, no one in Ottawa has been able to answer some very important questions:

- ☐ Will the private sector research be peer-reviewed and will the results of the research be made public?
  - ☐ Will the matching federal monies be able to be used for general council purposes (such as scholarships or leave grants), or will this money also be earmarked?
  - ☐ Will social science research qualify under this program?
- On this last point, Mr. Bouchard, the Secretary of State indicated at a press conference that this could be a problem and perhaps SSHRCC would be handled differently, but no details were given.

If the granting councils receive no private money, then they will suffer a significant decrease in real terms. Also, the councils will have to ensure

this private sector funding is present each year to maintain the matching federal support.

Even if the total amounts of private and matching money are forthcoming, the total budgets of the granting councils will not be at the level necessary to fund the proposed five-year plans.

If all private and matching funding is present, in 1990-91 over one-third of the granting councils' total budget will be in this form rather than government funding built into the expenditure base.

CAUT, and other sections of the research community, are very concerned about these proposals. The government seems to be moving to privatizing the granting councils, and there is no indication that the recommendations in

the five-year plans will be able to be fulfilled.

CAUT is also very upset that the granting councils might be funding research that is not subjected to peer-review and the results of which may not be made public.

When asked who will lobby the private sector to get the research funding, Frank Oberle, the Minister of State for Science and Technology, suggested the university professors should be doing this.

CAUT will be issuing a joint news release with the Association of Universities and Colleges of Canada (AUCC) expressing "grave reservation and disappointment" with the details on the future of the granting councils. CAUT will also be working with other groups concerned about the future of research and development in Canada.

For 1986-87, the data shows that the total budgets for the three granting councils will be \$562,000,000—an increase of \$25,000,000 from the level of funding for 1985-86 fiscal year. Of this \$6-87 total, \$324.1 million will be spent by NSERC, \$167.9 million by MRC, and \$70 million by SSHRC.

Table 1 is taken from the federal material and shows the maximum funding if government claims prove correct.

## Professeur à plein temps

Le Département de nutrition de la Faculté de médecine cherche un professeur en sciences des aliments.

Fonctions: Enseignement et recherche; établissement d'un programme de recherche indépendant.

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Traitement: Selon la convention collective.

Entrée en fonction: Le 1er juin 1986.

Date limite de réception des candidatures: Le 1er avril 1986.

Les candidats sont priés de faire parvenir leur curriculum vitae et le nom et l'adresse de deux répondants à:

Dr Eugenio Rasio  
Directeur  
Département de nutrition  
Université de Montréal  
C.P. 6128, succursale A  
Montréal (Québec)  
H3C 3J7

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## Budget hits individuals

by Richard Bellaire  
CAUT Staff

Finance Minister Michael Wilson brought down his second budget on February 26 and the Main Estimates of federal government spending for fiscal year 1986-87 were tabled the next day. The two documents contain a number of items of importance to academics and the research community in Canada. This story will deal with the tax changes outlined in the budget. Another story in this issue of the *Bulletin* will outline the federal actions relating to the three research granting councils.

The major changes in the tax law involve increases to personal taxes. There will be a flat rate surtax of 3 per cent of an individual's Federal tax. This will start July 1, 1986. There are a number of changes to benefit taxpayers with families under \$15,000, i.e. prepayment of child tax credit and refundable sales tax credit.

A change which may affect people's marriage date is that, beginning 1986, an individual will have to take into account the income of his/her spouse for the entire year, not just the period in which they were married. Before this change, there was some tax advantage for people to marry very late in the calendar year.

The special deduction for disabled persons will be in-

creased by \$250 to \$2,860 in 1986.

The taxation of Canadian dividends will be modified. The gross-up of dividends after 1986 will be reduced from 1/2 to 1/3 and the Federal credit for taxable dividends will be computed as 16 2/3 per cent of the gross-up dividend.

There is no change in the \$500,000 lifetime capital gain exemption. Also, there had been some rumours that extended health, dental plans and insurance premiums under \$25,000 would become taxable benefits, but this was not announced.

The legislation on the changes on the changes to the tax-assistance for registered retirement plans (employer-sponsored plans and RRSP's) will be tabled in a few weeks. There were changes to the corporate tax system and increases in federal sales taxes and taxes on cigarettes and liquor.

### Employee Benefit Plans

One change which will affect university employees is that the government is changing the income tax act to eliminate the usefulness of Employee Benefit Plans. Employee Benefit Plans are salary deferral arrangements which have been established at a number of universities. The major advantage of the system is that the employee is not taxed on the income until he/she actually receives the money

out of the Employee Benefit Plan. The employer does not get a tax deduction until that time but this has not been a concern to the non-taxable university employee.

For a number of years the government has expressed its unhappiness with this use of Employee Benefit Plans and said it would change the law. It has done this in the budget. The deferred salary will be taxed in the employee's hands on an accrual basis (this will include any interest earned by investing the money). Accrual means the taxpayer will have to pay the taxes even if he/she does not receive the money until later.

However, the new rules will be effective with respect to remuneration payable after February 25, 1986 but will not apply to remuneration payable pursuant to an agreement in writing entered into on or before that date until such time as the employee can require payment of the deferred amount. CAUT will be seeking further clarification of just how the changes affect existing Employee Benefit Plans.

### Nielsen Task Force

The government did announce in the budget that they will be releasing all of the Study Team Reports done for the Nielsen Task Force, including the Study Team on Education and Research. CAUT had strongly urged the government to issue these reports.

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# B.C. universities welcome new gov't money, but base budgets not yet set

by Michelle Morissette  
Bulletin Correspondent

Administrators at British Columbia's universities have applauded a decision by the provincial government to inject at least \$110 million a year into an "excellence fund" over the next three years to improve the quality of education in the province's schools, colleges and universities.

However, the administrators warned that the fund will only be useful if base operating budgets, which have been cut substantially since 1982, are increased.

B.C. Premier Bill Bennett announced the three-year "Fund of Excellence" which will cost the government \$110 million in the first year to pay for "special initiatives" in the education sector.

He further announced that the government would begin consulting with education officials, students and the public about where the extra money would be spent over the three-year period so that educators can start planning for the long term.

Mr. Bennett stressed, however, that all decisions on allocations will be made by cabinet on a project by project basis. And, he emphasized that the money would not go to salary items.

Specific areas in which special initiatives are to be encouraged include: retraining programs for laid-off workers, entrepreneurial training in colleges and university "centres of excellence" that would focus on such areas as Pacific Rim studies, biotechnology,

computer systems and forestry research.

So far, Russ Fraser, the newly appointed Minister of Post Secondary Education, has announced that \$5.6 million from the fund is to be divided between the three universities for 1986 operating budgets, to cover increases in energy and maintenance costs and other non-salary items.

Mr. Fraser has further promised an additional \$10 million will be announced for the universities within the next few days. These funds will go to expansion of engineering, faculty renewal and student aid, he said.

The Minister said that although the Universities Council of B.C. will divide the money up between the universities, the funds are "designated", meaning the government has directed they be spent in certain areas.

Further funds — if any are left over after the colleges and schools have received their portion — are to be competed for by all elements of the education sector on a project by project basis in Victoria.

In announcing the initial funds, Mr. Fraser said the program "satisfies the desires of the universities for a multi-year funding program and will provide them with a stability and the ability to undertake long range planning."

For university administrators, who have been operating under a siege mentality ever since the province began cutting back funds several years ago, the news of additional money and lead

time for planning couldn't have been more welcome.

But there is considerable concern and confusion as well.

Base operating budgets have been cut back for the past several years, and all three universities face serious financial difficulties next year if they are not increased.

As well, salaries, which account for by far the largest amount in the universities' budgets, have been frozen for the past three years and there is considerable pressure to increase them.

"There's no question that we are pleased to get any additional funds," said Bill Saywell, President of Simon Fraser University.

"The question remains, however, what is the base budget going to be? This initiative won't mean much unless our base operation, which is now in grave trouble, is increased.

"We can't do anything in terms of planning until we know the real bottom line."

Mr. Bennett has added to the confusion by stating in a press release that the \$110 million will be "over and above operating budgets", but then later stating in a speech that the government would "increase operating budgets for education by \$110 million."

During a meeting with Fraser, the three university presidents were unable to obtain clarification on that aspect. They did, however, stress the importance of the need for increased basic funding.

Mr. Saywell further indicated that the Universities Council's role in dispensing the money remains to be clarified and that there is still considerable confusion surrounding the criteria for applying for funds.

Mr. Fraser himself has admitted that the fund "lacks definition."

David Strangway, President of UBC, was more optimistic. "Overall I'm ecstatic. The three year financial horizon

will be very useful to us, as will the extra funds."

However, he cautioned that the extra money will have to be accompanied by increased operating funds.

"I think the government understands the problem, but only time will tell how the issue will be resolved."

"At least we're getting the message that government is prepared to listen."

Dr. Strangway stressed that maintaining last year's operating funds would not be enough. The province must recognize the need for a basic increase that would take into account the requirements for increasing significant items such as salaries and library books, he said.

He further indicated that any three year planning process would have to be set up in such a way as to ensure that the universities always know the funding picture for the three year.

University of Victoria President Howard Petch conceded that, while having money doled out in parcels without knowing the overall picture made for very difficult budgetary planning, he was genuinely optimistic that there would be a basic increase in operating funds.

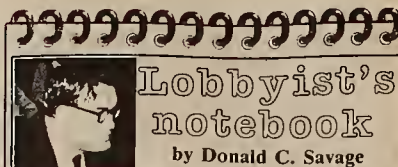
"Given that we have been cut close to 14 per cent in the last three years, we are delighted to get any increase in funds, however small," he said.

Meanwhile, educators from other elements of the education system are more skeptical about the program.

While applauding the allocation of new money to the system, they also say the program is vague, confusing, and an obvious election gimmick.

They say it will further centralize power in Victoria and will open the door for political patronage.

The \$110 million represents about five per cent of the \$2.1 billion spent on education in B.C. last year.



## Foreign Students — Good News

The Prime Minister announced at the Paris Summit that the federal government will grant 350 new bursaries a year to francophone Third World students at an annual cost of \$7.7 million. This follows the decision in 1984 to increase the number of Commonwealth scholarships offered by the federal government.

## British Columbia — New funds

The *Globe and Mail* reported in February that the British Columbia government will increase education spending by \$110 million this year. The funds will be spent on special initiatives such as language training, entrepreneurial skills and Pacific Rim studies, as well as on regular education programs. Mr. Bennett made the announcement and stated that the cabinet will decide on the allocations of the extra funds in consultation with school boards, colleges and universities. Mark Rose, NDP education critic, charged that the \$110 million is less than one-third of the \$350 million the government cut from education in the past three years. This precise scenario was suggested to the government by the gurus of the Fraser Institute shortly after the Soereds were re-elected.

## Cutbacks — Where are we going?

Last year Francis McInerney, President Northern Business Information Ltd., spoke at the Couchiching Conference on Canada and the international trading world. In the age of cutbacks, he had some interesting things to say about education. He called for a national mission to create sustainable employment in the value-added industries of the future. In listing our strengths for this battle, he singled out education.

"Our system of education is exceptional. It is far better than that in the U.S. — which is inefficient in the extreme and plagued with illiteracy... We must build on this advantage. Nothing attracts high-tech firms better than a well-educated work force... We must also work towards increasing the number of highly educated knowledge workers we are graduating from our colleges and universities. The Japanese are showing us what can be done in this respect. We can do better. We must do better."

Mr. McInerney stressed that one of our great assets was our reservoir of multi-lingual speakers. We should enhance this and not destroy it. He noted the trends in the USA. "Ronald Reagan's notion that a nation's infrastructure can simply be abandoned to so-called 'market forces' is to me, the height of madness. The Japanese are using their infrastructure strategically to attack their target U.S. markets with a workforce ready, willing and able to increase the value-added output of their industries. Yet the more vigorously the Japanese attack the U.S. market the more determined Mr. Reagan seems to be to dismantle whatever is left of America's chief defense, its infrastructure... We will never waste our money building better schools." He also noted the propensity for politicians to spend money they claim not to have on silly projects. "Domed stadiums do not improve our cost position."

## The Reality

In January, the *Montreal Gazette* reported that the University of Waterloo had stopped buying books half way through the year. The librarians were now employed removing every second light bulb. The Chief Librarian noted how difficult it was to buy books and to maintain scientific periodicals when the Canadian dollar was collapsing. The library budget went up 2.1 per cent; the cost of books went up 12 per cent. President Wright indicated that next year the budget for the university would be reduced. Politicians tend to cite Waterloo as a great Canadian success story. Talk is cheap...



## University of Regina Faculty of Science HEAD, DEPARTMENT OF BIOLOGY

Nominations and applications are invited for the position of Head of the Department of Biology. The successful candidate will probably be external to the University of Regina, will have an established reputation as a scholar, and will have demonstrated a capacity for leadership.

The Department currently has 13 full time faculty members and, in addition to undergraduate programs, offers a graduate program leading to the M.Sc. and Ph.D. degrees. The research interests of the members of the Department are in Botany, Zoology, Microbiology, Cell Biology and Genetics. A number of vacancies are anticipated during the next few years.

Applications or nominations, accompanied by a curriculum vitae and the names of three referees, should be sent to:

Dr. R.G. Ryslephank  
Chairman, Biology Head Search Committee  
Faculty of Science  
University of Regina  
Regina, Saskatchewan  
S4S 0A2

In accordance with Canadian Immigration regulations, this advertisement is directed to Canadian citizens and permanent residents. If no suitable candidate is identified, the search may, at a later date, be extended to non-Canadian applicants.

The position is to be filled on July 1, 1986 or as soon as possible thereafter.



## University of Manitoba Department of Native Studies

Applications are invited for the position of Head of the Department of Native Studies. The successful candidate will be appointed with an academic position and salary commensurate with qualifications and experience. The position will be available July 1, 1986. Applications will be considered until such time as the position is filled.

The department offers a B.A. program in Native Studies, and in Native Languages (Cree and Ojibway). Duties will include administration, curriculum planning and development, teaching and research.

In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Both women and men are encouraged to apply.

In addition to sending an application and curriculum vitae, applicants should arrange for three letters of reference to be sent to: Dean J. Finlay, Room 310 Fletcher Argue Building, University of Manitoba, Winnipeg, Manitoba R3T 2N2.

## IN/PRINTS (Information was supplied by the publisher.)

TECHNOLOGY AND THE CANADIAN MIND: INNIS, MCLUHAN, GRANT, Arthur Kraker, New World Perspectives, Montreal, 1984. An examination of the different dimensions of the Canadian technological experience, suggesting that "with the spread of consumer culture of the United States... the perspectives of technological humanism, technological dependency, and technological realism may represent the limits of the human response to the lead-forces of

modern society". That our choice lies between the conflicting cultural tendencies of emancipation and manipulation. The author teaches at Concordia.

NORTHERN FRYE: A VISION OF THE NEW WORLD, David Cook, New World Perspectives, 1985. A study whose main theme is Frye as a social critic, whose New World, like William Blake's, symbolizes humanity's attempt at forming a new vision. "The redrawing of the social contract by the creative imagination holds within it the tension between the claims to reason and unreason that leads men in Frye's world consistently to the propagation of mythology." The author teaches at Erindale College.



## UBC faculty vote 655 to 336 in favour of new exigency policy

# Faculty praise UBC president's role in settlement

by Michelle Morissette  
Bulletin Correspondent

The University of British Columbia's faculty and Board of Governors have recently ratified a financial exigency policy thereby ending almost 10 years of bitter wrangling over the University's right to lay off tenured faculty in a financial crisis.

UBC's faculty voted 655 to 336 in favour of the policy giving David Strangway, UBC's new President, the right to order layoffs if "an extraordinary set of circumstances seriously threatens the University's ability to carry out its functions."

While the University's Board of Governors ratified the policy at its February meeting, it has not yet withdrawn the redundancy policy which it adopted unilaterally in June 1985 when the University was under considerable financial and political pressure. Twelve faculty members were fired under that policy.

President Strangway has stated he would recommend the redundancy policy be withdrawn once the exigency agreement is ratified and a conclusive agreement reached with the dismissed faculty members.

To date, one of the dismissed professors has been redeployed. One is on medical leave with a final settlement postponed. Of the remaining 10, several have accepted voluntary early termination with compensation, while several more are in the latter stages of negotiation over the settlement packages.

According to Association President Sidney Mindess, all have agreed in principle to accept the settlement.

Settlement will effectively end a major dispute between faculty and the university.

Earlier in 1985, when the 12 faculty members were dismissed, both the Faculty Association and the CAUT denounced the actions of the Board of Governors as a serious infraction of academic freedom. The CAUT's Academic Freedom and Tenure Committee launched an inquiry into the firings, with the possibility of leading to censure of the University.

Meanwhile, the Faculty Association launched arbitration procedures to protest the firings.

The CAUT's Committee of Inquiry report was put on hold when it appeared settlement to the dispute would be reached. Arbitration procedures, which were to begin in December, were postponed indefinitely.

Prof. Mindess said he was both "relieved and pleased" at the decisive vote in favour of the exigency policy because "now there is no question that a majority of faculty that voted think it is a reasonable agreement."

"There's no question that the dismissals were a tragedy which can never be totally redressed by compensation," he said. "But it would have been impossible to turn the clock back and pretend they didn't happen."

"The agreement will insure a reasonable degree of fairness and protection for individuals if a situation of financial exigency is declared."

Prof. Mindess had strong praise for President Strangway's role in reaching a satisfactory conclusion to the agreement.

"Without his efforts, I don't think we would have been able to reach an agreement. He was more willing to compromise than other presidents."

However, he conceded that the relationship between the

faculty and the administration has not yet reached a honeymoon stage.

The fact that 336 faculty voted no to the agreement does reflect "a great deal of mistrust" many faculty have for the administration, he said. "Meanwhile, morale is still low since salaries have been frozen since 1982. Faculty-administration relations have been deteriorating for the past five years."

Gideon Rosenbluth, an economics professor who led the opposition to a proposed exigency agreement in 1984 (which was rejected by faculty that year) and to the currently accepted agreement, said he was "extremely disappointed at the results."

Opposition to the agreement centered around the method for declaring financial exigency and the method to be used in selecting people for dismissal under financial exigency.

"This agreement is a bad one because, as things stand now, individuals will be laid off, not because of financial exigency, but because their quality of teaching and research has been labelled inferior," said Prof. Rosenbluth, who opted for an inverse tenure lay-off procedure, with exceptions for exceptional people.

"As well, financial exigency can be declared unilaterally by the Board regardless of what the President or a committee recommends. The Committee's report is not binding."

"This agreement now means that the government will get its way in clearing out what it considers deadwood by squeezing the University financially."

President Strangway said he was "very pleased" with the outcome.

"Both sides made compromises and trade-offs when faced with the issue of dealing with tough financial times and protection of tenure," he said. "I'm convinced we went as far as possible to protect people from arbitrary dismissal and I think we ended up with the best that could be done under the circumstances."

The agreement is considered a great improvement over both the unilaterally imposed redundancy policy and a proposed policy rejected by faculty in 1984.

Among other matters, it ensures that financial exigency can only be invoked by the Board of Governors on the recommendation of the President following the examination of the University's financial situation by a committee on financial exigency — made up of the Senate Budget Committee and two faculty members appointed by the Faculty Association executive — and the University Senate.

While the Committee's recommendations will not be binding, it is the Faculty Association view that a president would be hard pressed to proceed unilaterally against such a solid financial investigation.

Appointments could only be terminated if a state of financial exigency is declared. And, other methods of solving the financial problems, such as voluntary early termination, voluntary part-time employment etc., should be explored before resorting to termination.

Under a state of financial

exigency, there will be a freeze on all new appointments and faculty members with limited term appointments would have their contracts renewed only under certain limited circumstances.

Once financial exigency is declared, the President, on the advice of the Senate Budget Committee, will decide on the extent of the budgetary reduction to be born by each faculty.

The selection of faculty whose appointments will be terminated will then be made by a process of consultation and advice in the faculties and academic units. The decision to terminate tenured or probationary appointments will be based on judgements that the academic performance of the persons selected is "significantly less than satisfactory" in relation to years in rank.

If an insufficient number of people are identified, layoffs will then proceed in reverse order of seniority. An exemption would be made for individuals making exceptional academic contributions.

In a state of financial exigency, layoffs for "redundancy" may take place provided the Senate has recommended to the Board of Governors the discontinuation of an entire academic unit or a degree or diploma program.

The new agreement makes provision for a final and binding appeals procedure, which had been lacking in previous proposed agreements. This may be invoked by individuals who dispute the selection of



UBC President  
David Strangway

their appointment for termination.

It also includes criteria for recall of faculty at the end of a period of financial exigency.

Prof. Mindess said that, while there was no such thing as a good agreement for any kind of termination, the current policy was a much better document than the previously proposed policy.

"We've got much better appeal procedures, better compensation, a more rational way in which to select individuals for termination."

"Essentially what the agreement tries to provide is some administrative flexibility in choosing individuals and very strong appeal procedures to protect individuals from discrimination, which is what tenure is all about."



## McGill University Leadership in Funding

The Principal and the Board of Governors of McGill University have a serious commitment to increasing their successful development activities.

This new office of Director General, Development and Alumni Relations, and President, McGill Fund Council, will plan, organize and direct all fund-raising from the various funds, and coordinate the activities of the Development Office, Alumni and Development Information Services and the Graduates' Society.

We require a record of achievement in fund-raising backed by excellent interpersonal and organizational skills. Your superior management and leadership abilities will be put to work integrating human resources, systems and research in fund-development.

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## LE COLLEGE UNIVERSITAIRE DE HEARST RECTEUR-E

Le Collège Universitaire de Hearst est une institution d'enseignement universitaire du nord-est de l'Ontario, affiliée à l'Université Laurentienne recherche des candidat-e-s pour combler le poste de recteur-e à compter du 1 juillet 1986.

Les personnes intéressé-e-s devront posséder une solide formation au niveau de l'enseignement et de la recherche, être bilingue (français-anglais) connaître le nord-est ontarien et le milieu franco-ontarien. Le/la candidat-e choisi-e devra avoir démontré des capacités d'administration à un niveau supérieur et être capable de travailler avec toutes les composantes de l'institution. La personne choisie aura également la responsabilité de représenter le Collège Universitaire de Hearst auprès des groupes extérieurs tel le Ministère des Collèges et Universités.

Les demandes accompagnées d'un curriculum vitae et du nom de trois référent-e-s doivent être reçues avant le 30 mars 1986 à:



M. Denis Cheff  
Président  
Conseil des Gouverneurs  
Comité de recherche et de sélection  
Le Collège Universitaire de Hearst  
C.P. 580  
Hearst, Ontario  
P0L 1N0



Université de Montréal

# Les universités et l'avenir du Québec

## Professeur à plein temps

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Selon la convention collective

Entrée en fonction  
Juillet 1986

Date limite de réception des candidatures  
Le 15 mai 1986

Les candidats sont priés de faire parvenir leur curriculum vitae, un texte d'une page résumant leurs objectifs de recherche et les noms de trois personnes à titre de référence à:

M. Fernand Turgeon  
Directeur  
Département de microbiologie et immunologie  
Université de Montréal  
C.P. 6128, succursale A  
Montréal (Québec)  
H3C 3J7

Conformément aux exigences prescrites en matière d'immigration au Canada, la priorité sera accordée aux citoyens canadiens et aux résidents permanents.



par David L. Johnston

L'auteur, qui est principal et vice-chancelier de l'Université McGill, en plus d'être président de la Conférence des recteurs et principaux des universités du Québec, a adressé cette lettre ouverte aux chefs des deux principales formations politiques dans la récente campagne électorale.

La lettre a d'abord paru dans *Le Devoir*.

La Conférence des recteurs et des principaux des universités du Québec — la CREPUQ — qui réunit tous les établissements universitaires de notre province, a un peu plus de 20 ans. Depuis sa fondation, en 1963, cinq élections générales ont eu lieu au Québec: en 66, 70, 73, 76 et 81. Jamais, au cours des campagnes électorales qui ont précédé ces cinq élections, la CREPUQ n'est intervenue dans le débat. Elle a décidé de le faire aujourd'hui. Il faut que la nécessité et l'urgence d'une intervention publique paraissent bien pressantes aux chefs d'établissements universitaires pour qu'ils décident de rompre ainsi avec une déjà longue tradition de réserve en période de campagne électorale.

La CREPUQ a, le mercredi 13 novembre, adressé des lettres aux chefs des deux principales formations politiques en lice, M. Pierre Marc Johnson et M. Robert Bourassa, pour les sensibiliser

à la gravité du problème de financement auquel les universités sont face, et pour leur demander de s'engager, avant la fin de la présente campagne électorale, à tout faire pour que le problème de financement des établissements universitaires soit résolu rapidement. Car le temps presse.

Le problème du financement des universités, c'est qu'elles ont été sous-financées pendant si longtemps que maintenant elles se trouvent toutes — sans exception — dans une situation de sous-financement chronique. En clair, cela veut dire que même si, pour une année donnée — comme c'est le cas pour l'année 85-86 — l'enveloppe des subventions de fonctionnement des universités est augmentée d'un taux à peu près correct, la situation financière des universités ne pourra, pendant cette même année, que s'aggraver.

Permettez-nous, pour illustrer notre propos, de citer un chiffre et de rappeler que les universités ont traversé, de 78-79 à 84-85, une période extrêmement difficile: chaque année, pendant sept ans, elles ont eu à subir des compressions budgétaires d'une sévérité telle qu'en 84-85, leurs subventions par étudiant ne valaient plus, compte tenu de l'inflation et de la croissance des effectifs étudiants, que 70% de celles de 78-79.

L'impact de ces compressions successives s'est fait sentir sur tous les aspects de la vie universitaire.

Cela nous a amenés à faire, en commission parlementaire l'an dernier, un aveu difficile: la qualité des activités d'enseignement et de recherche



Campus de l'Université de Montréal

de nos établissements a diminué au cours des dernières années. Cela était inévitable. Réduire le personnel enseignant tout en accueillant 40,000 étudiants de plus; augmenter considérablement la taille des classes; diminuer l'encadrement des étudiants; renoncer à renouveler des équipements scientifiques devenus défectueux et à en acquérir de nouveaux pour répondre aux besoins des effectifs étudiants additionnels; couper dans les achats de livres et dans les abonnements aux périodiques scientifiques: on ne peut faire tout cela sans que la qualité de l'enseignement et de la recherche n'en soit affectée.

Ces mesures, nous les avons prises dans un seul but: éviter que le coût du financement de déficits ne vienne grever encore davantage des ressources qui sont d'abord destinées à l'enseignement et à la recherche.

À la fin de l'exercice 83-84, le déficit d'ensemble de nos établissements s'élevait à \$3 millions. Au terme de l'exercice 84-85, c'est à \$47 millions que s'est chiffré le déficit d'opération. Cela est inquiétant.

Mais ce qui l'est encore davantage, c'est qu'on prévoit qu'au terme de l'exercice 85-86, les universités auront enregistré un déficit additionnel de l'ordre de \$35 millions.

Cette situation illustre bien le caractère chronique du problème de financement des universités. Elles devraient se retrouver, au terme de la présente année, avec un déficit accumulé de plus de \$80 millions.

C'est cette situation que, dans les lettres que nous leur avons adressées le 13 novembre, nous avons demandé au président du Parti québécois et au chef du Parti libéral du Québec de s'engager à corriger sans tarder. Mais nous n'avons pas exclu qu'ils ne soient pas aussi conscients que nous de la gravité des problèmes de financements auxquels nos universités font face.

Nous pensons que s'ils n'en sont pas entièrement convaincus, ils devraient s'engager à former sans tarder une commission d'étude qui aurait

pour mandat de se pencher sur toute la question du financement des universités et de faire au gouvernement, dans les meilleurs délais, les recommandations appropriées.

Ce n'est pas seulement envers les universités que nous leur demandons de s'engager, c'est aussi — et surtout — envers la société québécoise que nous leur demandons de le faire.

Les universités sont un bien collectif: elles sont au service des sociétés au sein desquelles elles oeuvrent. Les universités du Québec se sont toujours montrées sensibles aux besoins de la population et elles se sont toujours efforcées d'y répondre du mieux qu'elles le pouvaient. Elles ont bénéficié en retour d'un appui constant et sans réserve de la population. C'est grâce à cet appui qu'elles ont pu, au cours des vingt-cinq dernières années, connaître une croissance exceptionnelle, atteindre un certain niveau d'excellence et, dans le domaine de l'enseignement supérieur, permettre au Québec d'effectuer en bonne partie le rattrapage qu'il avait à faire par rapport aux sociétés voisines.

Nous estimons que de tous

les facteurs qui ont pu influencer sur l'évolution spectaculaire qu'en un quart de siècle le Québec a connue, l'amélioration rapide du taux de scolarisation universitaire de sa population vient au tout premier rang.

Ce sont les sociétés les plus scolarisées — Japon, États-Unis, pays scandinaves — qui se sont le mieux tirées de l'importante crise économique que nous venons de traverser. Nous croyons que c'est en favorisant une amélioration constante du niveau de scolarisation de sa population que le Québec se donnera les moyens de se développer aux plans économique, social et culturel, et d'occuper la place qui lui revient au sein des pays industrialisés. Car ce n'est pas seulement de l'avenir des universités qu'il s'agit: c'est l'avenir même du Québec qui est en jeu. Nous sommes profondément persuadés que le Québec ne pourra assurer son avenir que dans la mesure où il pourra compter sur des universités fortes et dynamiques, capables de remplir leur mission dans toutes ses dimensions: scientifique, culturelle et sociale — bref, profondément civilisatrice.

Since its creation in 1963, the CREPUQ (Conférence des recteurs et des principaux des universités du Québec) has never involved itself in electoral campaigns. However, on November 13, the organization wrote open letters to the leaders of each of the two major political parties in Quebec — Pierre-Marc Johnson (P.Q.) and Robert Bourassa (Lib) — in order to make them aware of the serious funding problems confronting universities.

In his letter, Dr. David L. Johnston, president of CREPUQ and principal and vice-chancellor of McGill University, explains the organization's action. He emphasizes that universities have been underfunded for so many years that

the problem is now chronic. He says that universities went through an extremely difficult period from 1978 to 1985, with each year suffering severe budget cuts. As a result, their per student grants are now only 70% of what they were in 1978-79 with inflation and enrolment growth included. Teaching and research activities have also been reduced over the years.

Dr. Johnston proposes to the two leaders the establishment of a commission responsible for studying university funding and making appropriate recommendations to the government. He concludes by pointing out that Quebec's future depends on strong and aggressive universities able to fulfill their mission.



## DALHOUSIE UNIVERSITY

### HALIFAX, NOVA SCOTIA, CANADA Department of Mathematics Statistics and Computing Science

Applications are invited for the position of Director of the Division of Computing Science within the Department. The position is to be filled July 1, 1986.

The Department has established an Undergraduate programme at both the general and Honours degree level as well as a Masters degree programme. Students may study for the Honours degree in the Co-operative Education programme.

The Department has a VAX 11/750 which runs under UNIX and which is used mainly by computing science students in the second and higher years. The University Computer Centre has a CYBER 720 and some micro-computers. Plans are underway to increase the number of micros available. The department also runs a research VAX 11/780, two Micro-computers, and a SUN workstation.

Candidates should have demonstrated research and teaching abilities commensurate with a senior academic rank, have a broad background in Computing Science and be able to exercise administrative leadership.

Applicants should send a curriculum vitae and the names of at least three referees to:

Dr. K. Dunn  
Chairman  
Mathematics, Statistics and  
Computing Science  
Dalhousie University  
Halifax, Nova Scotia B3H 4H8

In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Dalhousie University has a policy of affirmative action with respect to employment of women.



# La puce à l'oreille

par Eric Devlin



## Les universités québécoises

### À la recherche de 100 millions

1986 est une année de négociation pour les professeurs des universités québécoises. Si on se base sur les propositions faites par le gouvernement aux 300 000 employés des secteurs public et parapublic, les professeurs devraient recevoir une hausse salariale de 3,5%.

«Les offres patronales représentent le maximum de ce que le gouvernement peut offrir pour la poursuite de sa mission à l'intérieur des contraintes que le bien-commun lui impose» a affirmé Paul Gobeil, président du Conseil du trésor lors du dépôt des offres gouvernementales le 19 février dernier.

L'augmentation de 3,5% ne s'applique pas directement aux professeurs puisque chaque université reçoit une enveloppe globale et que les négociations se font localement. Néanmoins, les propositions faites aux secteurs public et parapublic devraient influencer tous les budgets du secteur parapublic.

Ainsi le Syndicat des professeurs de l'Université du Québec à Montréal a parachevé un nouveau contrat de travail après seulement un mois de négociation. Cette entente prévoit une augmentation similaire à celle qu'obtiennent les syndicats des secteurs public et parapublic.

### L'ombre des décrets

L'ex-offres gouvernementales permettent de déceler une autre attitude qui pourrait influencer le budget des universités. Simultanément aux 300 millions qu'il propose à ses syndicats, le gouvernement entend récupérer 100 millions en modifiant le régime de congés de maladie et d'assurance salaire et en coupant dans le temps supplémentaire.

Plusieurs syndicats ont vivement réagi à cette coupure indirecte. «Le gouvernement du Parti libéral nous a offert les décrets du gouvernement du Parti Québécois» a déclaré Louis-André Cadieux, président du Syndicat des professionnels du gouvernement du Québec. En 1982, le gouvernement du Parti Québécois avait retenu 20% des salaires de tous ses travailleurs syndiqués, y compris les professeurs d'université, pour une période de trois mois afin de minimiser les effets de la récession sur les finances de l'État.

Les professeurs d'universités peuvent craindre que le Conseil du trésor réalise un exercice similaire et juge que certaines conditions de travail sont trop généreuses. Il en résulterait à la fois une augmentation de 3,5% des salaires et une coupure sur les clauses normatives qui permettraient de récupérer une partie de l'augmentation.

### Mais plus d'argent pour les universités?

Si les professeurs ne peuvent s'attendre à une hausse substantielle de leur revenu, les universités conservent néan-

moins l'espoir de voir le gouvernement injecter une centaine de millions de dollars dans le réseau. En effet, lorsqu'il était critique de l'opposition en matière d'éducation, Claude Ryan a repris à son compte les affirmations du Conseil des universités, de la Conférence des recteurs et principaux des universités du Québec, et de la Fédération des associations de professeurs des universités du Québec (FAPUQ) à l'effet que le niveau de financement des universités québécoises était devenu l'un des plus bas de tout le Canada et que la qualité de l'enseignement et de la recherche s'en trouvait sérieusement affectée.

Dans les officines du ministère de l'Éducation, maintenant dirigé par Claude Ryan, on parle d'un montant minimum de 100 millions de dollars qu'il faudrait injecter dans le réseau universitaire québécois. Un récent avis du Conseil des universités recommandait de hausser les frais de scolarité pour aller chercher cette somme. Le Conseil soulignait que l'État québécois verse aux universités une contribution équivalente à celle de l'Ontario. Cependant le sous-financement des universités québécoises est attribuable au gel des frais de scolarité qui perdure depuis le milieu des années 60. Un Québécois défraie environ 5005 pour étudier à l'université alors que son homologue ontarien débourse plus de 12005 par année.

Mais au cours de la campagne électorale, le Parti libéral s'est engagé à maintenir le gel des frais de scolarité, promesse que Claude Ryan a réitéré devant l'Assemblée nationale le 19 décembre dernier.

De plus, les jeunes libéraux sont très actifs au sein du Parti. Ils possèdent le tiers des voix au congrès et c'est sous leur impulsion que cet engagement électoral a été pris. Les jeunes libéraux n'entendent pas renier leurs convictions parce que le pouvoir appartient maintenant au Parti. Pietro Perrino, président de la Commission jeunesse du PLQ, a d'ailleurs rappelé au gouvernement Bourassa ses engagements à l'occasion du Conseil général du Parti, le premier mars dernier.

### Une bataille au Conseil du trésor

Claude Ryan n'a guère le choix que de faire débloquer au Conseil du trésor une somme additionnelle de 100 millions pour les universités. André Fortier, son chef de cabinet reconnaît que la facture sera difficile à faire avaler à Paul Gobeil car cet ancien pdg de Provigo s'est donné comme objectif de ramener le déficit de la province à zéro au cours de son mandat. Le déficit du Québec est stable depuis le début des années 80 et se chiffre à trois milliards de dollars.

Pour gagner son combat au Conseil du trésor, Claude Ryan peut compter sur un allié de taille: le premier ministre. Dans un livre (Le défi technologique) qu'il a publié au cours de la campagne électorale, Robert Bourassa a souligné le lien vital qui existe entre le progrès technologique et la promotion de l'enseignement supérieur et de la recherche. Le milieu universitaire espère que monsieur Bourassa se souviendra de ses écrits lorsque son gouvernement présentera le budget. Si le gouvernement n'augmente pas les sommes allouées aux universités, le déficit accumulé du réseau devrait atteindre 80 millions de dollars à la fin de 1985-86.

Dans son avis, le Conseil des universités rappelle que les universités québécoises possèdent la plus faible collection de volumes de toutes les universités canadiennes: 90 livres par étudiant contre une moyenne canadienne de 116. Par ailleurs, le Québec affiche le ratio étudiants/professeur le plus élevé au Canada. En 1984-85, il était de 18,7, alors que la moyenne canadienne se situait à 17,2.



## Children's Hospital M.D./Ph.D. IMMUNOLOGIST DEPARTMENT OF PATHOLOGY

A full-time position for a Laboratory Scientist is available in the Immunology Laboratory, Division of Hematopathology, Department of Pathology, B.C.'s Children's Hospital. Applicants must have an M.D. and/or Ph.D. in Immunology or a related field. Preference will be given to those with two years' postdoctoral training, research training or equivalent. The Immunology Laboratory provides diagnostic support for the Immune Deficiency Clinic and for the Oncology Service and for related clinical specialties. A Fluorescent activated cell sorter is situated in the laboratory.

The duties under the Program Director will include test development, organization of quality assurance and active participation in research and education programs. An appointment in the appropriate rank in the Department of Pathology, University of British Columbia is available.

In accordance with Canadian Immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada.

Send Curriculum Vitae, research synopsis and the names of three references in confidence to:

Dr. A.J. Tingle, Head  
Division of Clinical Immunology  
Department of Pathology  
B.C.'S CHILDREN'S HOSPITAL  
4480 Oak Street  
Vancouver, B.C. V6H 3V4



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FOR DETAILS WRITE:

James F. Griffith, Director  
Faculty Development Summer Institute  
550 University Avenue  
Charlottetown, Prince Edward Island  
CANADA, C1A 4P3  
(902) 566-0568

## ACADIA UNIVERSITY School of Music

### DIRECTOR

Applications are invited for the position of Director, School of Music. The appointment is to be effective on July 1, 1986.

In accordance with Canadian Immigration requirements, priority will be given to Canadian citizens or permanent residents of Canada. Acadia University is an Equal Opportunity Employer.

Applications, including the names of three referees, should be submitted to:



Dr. Lois Valley-Fischer,  
Dean of Arts,  
Acadia University,  
Wolfville, Nova Scotia,  
B0P 1X0

## IN/PRINTS

Books received by The Bulletin. Unless otherwise noted, information was supplied by the publisher. Some books may be reviewed later.

**TRANSITIONS TO WORK**, The Institute For Social and Economic Research, The University of Manitoba, 1985. A monograph comprising fourteen papers from a conference held by the Institute in May, concerning the relationship between education and work. Among the topics are technical change and development, the special problems faced by women, the adult learner, vocational education, the mentally handicapped and the role of government training programs in reducing unemployment.

**TALCOTT PARSONS AND THE CAPITALIST NATION: STATE-Political Societies As A Strategic Vocation**, William Bixion, University of Toronto Press, 1985. A work which argues that Parsons, a leading sociologist in the United States in the 1930s to

60s, can "...best be viewed as an activist thinker; whose practical concerns derived from his commitment to the redemptive principles of liberal Calvinism... Parsons sought to found a practical standpoint from which the professionalized social sciences could contribute to the rationalization of the capitalist social order". The author teaches at the University of New Brunswick.

**THE LECHEROUS PROFESSOR: Sexual Harassment On Campus**, Billie Wright Dzielich and Linda Weiner, Beacon Press, Boston, 1984. Information on sexual harassment was gathered for two years from approximately 400 students, faculty, administrators and alumni from across the United States during the compiling of this volume. The authors analyze the problem and suggest steps which can be taken to diminish it. "The costs of sexual harassment to victims are financial, psychological and professional... the resolution of sexual harassment will come when it is made the responsibility of everyone who is associated with the institution." Dzielich teaches at the University of Cincinnati, where Weiner is vice-provost for Student Affairs.

## HEAD, DIVISION OF CLINICAL GENETICS

The Hospital for Sick Children, a 698 bed teaching hospital, seeks a Head for a new Division of Clinical Genetics within its Departments of Genetics and Paediatrics.

The successful candidate will provide and coordinate clinical genetics activities within the Hospital and the University of Toronto. In addition to patient care, a major focus of the Division will be related to clinical and diagnostic services and research.

The new Division Head will be a physician with strong academic credentials in both Genetics and Paediatrics including demonstrated success in clinical practice and research.

Certification or eligibility for certification by the Canadian College of Medical Geneticists is essential.

In accordance with immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada.

Application or inquiry should be directed to:

Dr. Ronald G. Worton  
Chief, Department of Genetics  
The Hospital for Sick Children  
555 University Avenue  
Toronto, Ontario, M5G 1X8  
Telephone: (416) 598-6385



THE HOSPITAL FOR SICK CHILDREN





## THE UNIVERSITY OF BRITISH COLUMBIA

### VICE-PRESIDENT, STUDENT AND ACADEMIC SERVICES

Applications and nominations are invited for the position of Vice-President, Student and Academic Services, at the University of British Columbia. The University of British Columbia is a publicly supported comprehensive institution comprising twelve faculties which include seventy-three departments, nine schools and twelve centres and institutes. It is one of Canada's leading graduate and research centres. In 1984-85, credit course enrolment was 24,000 and expenditures were \$362 Million including \$214 Million in operating funds. Revenue for sponsored research exceeded \$63 Million.

The new vice-presidential position will report to the president and is responsible for, but not limited to, the library, computing — both central and distributed, and student services. At the present time, these activities involve a budgetary expenditure of approximately \$40 Million.

Qualities should include strong academic background and university administrative experience. Please address application or nominations before April 30, 1986 to:

President David W. Strangway  
The University of British Columbia  
6328 Memorial Road  
Vancouver, B.C. V6T 2B3

In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

## DALHOUSIE UNIVERSITY HALIFAX, N.S.



### NSERC University Research Fellowships at Dalhousie

Dalhousie University invites applications from natural scientists of outstanding achievement and potential in research who have obtained a Ph.D. degree during the past five years for consideration for the 1986/87 University Research Fellowship competition. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

Applications should be sent to the Chair of the appropriate Department, Dalhousie University, Halifax, Nova Scotia, B3H 4H6, as listed below. Subfields of particular interest are listed in brackets, but excellent candidates in any area will be considered.

Dr. W. Kimmins

Biology (quantitative ecology, fish physiology, aquaculture)

Dr. W. Aue

Chemistry (inorganic, analytical)

Dr. M. Zenilli

Geology (basin analysis, economic, marine)

Dr. K. Dunn

Mathematics, Statistics and Computing Science (operator theory, optimization, statistical computing, operating systems)

Dr. A. J. Bowen

Oceanography

Dr. D. W. Geldart

Physics (materials, magnetism, applied physics)

Dr. J. McNulty

Psychology (neuroscience, information processing, conditioning & learning)

Further information concerning research interests and facilities of their Departments can be obtained from the Chairs.

Applicants should preferably include one copy of each of NSERC forms 200, 100 and 101 completed as far as possible by the applicant.

The deadline for receipt of applications at Dalhousie is June 30. Dalhousie University has a policy of affirmative action with respect to employment of women.

## IN/PRINTS

Books received by The Bulletin. Unless otherwise noted, information was supplied by the publisher. Some books may be reviewed later.

CANADA AMONG NATIONS/1984: A Time of Transition, ed. by Brian W. Tonifin and Maureen Molot, James Lorimer and Co., Toronto, 1985. Produced by the Norman Paterson

School of International Affairs at Carleton University, this is the first in a projected series of annual reviews on Canada's foreign policies, hoping "...to provide a better understanding of Canadian policies and the environments that shape them...". The eleven chapters focus on such areas as "Canada Between the Superpowers: The Search for Stability", "The World Economy 1984: Struggling After the Leader", "The Evolving Framework of Canadian Development Assistance Policy" and "Commercial Policy and Free Trade

with the United States". Also included is a chronology of the major events of 1984. The editors teach at Carleton University.

STRIKING A BALANCE: National Security And Scientific Freedom, First Discussion, ed. by Harold C. Relyea, American Association for the Advancement of Science Committee on Scientific Freedom and Responsibility, 1985. "...old cold war attitudes have returned and their adherents are pursuing more stringent application of laws authorizing government control of the dissemination and communication

# More support needed for research and development

by Marie-Josée Drouin

Reprinted from the Montreal Gazette

Scientists are lamenting suggestions made by Pierre Macdonald, Quebec's minister of external trade and technology, to transfer part of the provincial government's support for research away from basic science to applied research and development (R&D).

Images of government intervening in research decisions and priorities, threatening academic freedom and independence are bound to ignite scientific whining.

But then, the government which is footing a large share of the research bill, is no doubt frustrated with the stereotyped vision of pointy-headed intellectuals and absent-minded professors who concentrate on hobby-horses and pet projects that have seemingly little to do with the realities of the market.

Such are the dangers of conventional thinking. First, not all research can be market related. Every society wants specialists in the arts, humanities and medical sciences.

Second, research cannot be neatly targeted as some would like. Serendipity and synergy are essential characteristics of the research process and they cannot, by definition, be planned.

But Canada could achieve a better balance in research funding, especially as regards to industrial R&D.

In Canada, roughly 57 per cent of R&D is publicly funded, whereas industry provides about 35 per cent of R&D funds. In the U.S., government accounts for roughly 49 per cent of R&D funding, but

then defence projects are a very large component of U.S. research programs. Nevertheless, industry funds close to 47 per cent of R&D funding.

At the other extreme, Japanese industry accounts for more than 70 per cent of R&D funding, whereas government funds support only about 25 per cent of the R&D effort.

Canada definitely needs to increase the share of R&D spending in gross national product. Yet it does not necessarily follow that government be directly responsible for such an increase.

It is often argued that, in many instances, publicly funded R&D organizations may be slower to reallocate resources, to take advantage of new technologies or to deal with new problems. If this is the case, it poses an acute problem in a highly competitive environment such as the one in which we live.

Bureaucratized research organizations may also be unduly preoccupied with issues affecting salary structure, advancement and other incentives. Some observers have expressed the fear that cumbersome committee systems for allocating decisions may have converted many innovators into bureaucrats.

Achieving a better balance of R&D funding between industry and government may be one way of averting some of these problems. But that is not a matter of merely shifting emphasis away from basic research to applied R&D. This relates to government's overall efforts to support scientific efforts and the marketing and diffusion of technology.

It is surprising that none of

the task forces recently established by the new Quebec government addresses technological and scientific development and its links with industrial development. The conditions that favor the diffusion of technology in industry and society warrant such close examination.

Anyway, the distinction between applied research and basic science is increasingly an academic one. Modern technologies such as electronics and biotechnology have helped to blur this distinction once and for all. In fact, Japan is switching some of its spending from applied to basic research.

Moreover, in the U.S., especially, many innovative companies have sprung up around university campuses. Can we in Quebec offer similar opportunities?

Obviously, these research firms were able to garner marketing and financial assistance. Surely, specific policies created conditions for the growth and diffusion of technology. These are the conditions to which we as a province should be devoting more attention.

Concerning the Japanese experience, the government's general commitment to science and technology has been supported by more specific policies than R&D. Education and training have been a pivotal factor of Japan's efforts.

In Quebec, the quality of post-graduate training in advanced electronic engineering or information sciences is a subject of concern.

What are the linkages between technology policy and education policy?

In Japan, the government has played the role of facilitator, providing indirect financial support and encouraging collaborative R&D among otherwise competitive firms. This collaboration approach is being extended beyond the country's frontiers as Japanese firms seek joint ventures and cross-financing agreements with foreign firms.

In this context, the fact that the same minister in Quebec is responsible for external trade and technology is promising.

The U.S., with its heavy reliance on defence research, is not a perfect model for Canadian policy. Nor is Japan.

But both countries can teach us lessons. They make us aware of the need to create conditions that spur increased private support of R&D. They also remind us that we cannot be good at marketing or selling technology if we are poor at science and at training scientists.

They also are a powerful reminder that the strength of any technology policy lies both in the quality of research design and the diffusion of technology and know-how.

You cannot have one without the other.

## FACULTY EXCHANGE CENTER

The Center, faculty-administered and non-profit, was established in 1973. It helps arrange exchanges by providing guidelines for individuals and academic institutions and by serving as a clearing house for those interested in (a) teaching exchanges on the college-university level, and (b) housing exchanges for purposes of travel and study at all levels of the teaching profession. FEC is international in scope.

Mail to FEC: Send me your current teaching-exchange Directory and/or housing-exchange Supplement together with registration forms, for the annual membership fee of \$15.00. I understand that after returning the form(s), my name and data will be entered in the next issue of one or both of these semi-annual publications, which I will also receive. My membership fee and a self-addressed envelope are enclosed. (Checks payable to FEC — 952 Virginia Avenue, Lancaster, Pa. 17603.) Name & Address

of various kinds of scientific information for reasons of national security. There is also an appetite for more such regulatory power." Among the eight essays included in this volume are "Government Control of Private Ideas", "National Security and Technical In-

formation" and "Shrinking the Endless Frontier — Scientific Communication and National Security: The Search for Balance". The editor is a member of the AAAS Committee on Scientific Freedom and Responsibility.



## N.S. report panned...1

Donahoe. At that time, faculty in Nova Scotia expressed concern over the appointments to the Commission on the grounds of political partisanship and inexperience. They also complained that Mr. Donahoe had ignored NSCUFA's repeated requests that faculty at least be consulted about the appointments.

The person chosen to chair the Commission was Rod MacLennan, a Truro, N.S. dairy company executive and a Conservative party activist. The other two members were St. Francis Xavier geology professor William Shaw, a former deputy minister in the Buchanan government, and Joan Gregson Evans, a Halifax actress.

The Commission was given a broad mandate to review and recommend changes, subject to Cabinet approval, in Nova Scotia's post-secondary education system.

From the beginning, faculty members were questioning the real intentions of the Buchanan government in setting up the Commission at that time.

An NSCUFA newsletter published in June 1983 reported "wide-spread faculty apprehension that the provincial government has already determined its objectives in higher education and that the work of the commissioners will be irrelevant."

For years prior to the formation of the Commission, the N.S. government had been ignoring the funding recommendations of the designated agency, the Maritime Provinces Higher Education Commission, and slashing its share of funding for provincial post-secondary institutions. There was a general feeling in the academic community that the Commission would be looking for ways to make further cutbacks through reductions in university programs and services.

There was wide-spread concern also on the part of faculty that the Commission would be dominated by the labour market philosophy of the government and would look for mechanisms and justifications for more direct government control of the universities.

Now, with the report published, it is clear that many of the faculty's fears were well-founded.

### The Royal Commission Report

The report stresses a centrally-controlled, systems approach to higher education in the province.

One of its key recommendations is for the creation of an autonomous provincial intermediary body, the Nova Scotia Council on Higher Education. The new body would be "endowed with executive authority and discretionary powers over funding in order to ensure that university planning, programming, and resource allocation are performed in the context of a provincial university system."

The primary duties of the

proposed council would be to co-ordinate university resources, to determine funding requirements and the allocation of public monies to the system, and to advise the Minister of Education on university affairs.

As recommended by the commission, the council would have broad powers of inquiry and executive action over existing and proposed academic programs.

The council's initial responsibility would be to develop a long-range comprehensive plan for higher education in Nova Scotia. The plan would "represent the system response to matters of university education in the province."

The powerful new body would have seven members, with no more than two currently active in the universities, and no more than two in government. The chair would be occupied by one of the non-academic, non-governmental members.

A second key set of recommendations calls for the promotion and maintenance of "quality in the system" and a re-emphasis on the liberal arts and sciences. To this end the Commission recommends the following:

- University entrance requirements necessitating academic preparation in core programs in the secondary school system;
- Core university programs in the liberal arts and sciences

which must be completed before a student can proceed to subject or program specialization in their final years.

- Tests of academic ability "to ensure that matriculating students are of a standard that will promote and maintain quality in the system".

The Commission also observes that Nova Scotia has "a disproportionately large number of students in its universities, more than 30% higher than the Canadian average measured on a per capita basis." It attributes this in large part to the large number of students — 7,000 — from outside the province and the country. To offset the operating costs incurred in educating these students, the Commission recommends "appropriate funding from other provinces, or from the federal government," and failing that, the adoption of "some type of non-resident quota system."

It further recommends that, "because the students themselves are the chief beneficiaries of their education," tuition fees should increase so that students assume 50% of the costs of their instruction. Throwing aside the Nova Scotia bursary program, the report calls for the introduction of an Educational Opportunity Fund, which would provide assistance in the form of loans only, to needy students.

Visa students, the report states, should pay the full instructional costs associated with their programme, except

for students from the countries defined by the Organization for Economic Co-operation and Development as the 25 least-developed nations.

Zeroing in on the professoriate, the Commission proposes annual performance reviews and more complete reviews on occasions of contract renewal and consideration for tenure or promotion. Unfavourable reviews would result in disciplinary measures. It also proposes mandatory attendance at courses in effective teaching methods.

### The CAUT's response

In its response, the CAUT says the report is "defeatist" and "suffused with a false nostalgia of the past."

The report "accepts the fiction that governments have no more money to spend on universities." It is a matter of priorities "whether the government chooses to spend an extra two billion dollars on universities or on bailing out failed banks," the CAUT says.

The Association calls the Commission's recommendations "bureaucratic in the extreme." It says the report is "in essence a very expensive essay setting forth unsubstantiated opinions... without any significant research base."

The CAUT hits hard at all the report's major recommendations.



Dalhousie University campus, Halifax.

The proposed Council of Higher Education is "a bureaucratic monster".

"Virtue will be imposed by a highly centralized and all-powerful council whose members will all be nominated by the political party in power. Just at the moment when deregulation is in the air, the commissioners propose the most regulated environment possible for the universities of the province."

The CAUT says the proposed council will in effect become the Department of Higher Education of Nova Scotia. While "endowed with enormous powers" over the universities, it will "in no way be accountable to the legislature or the people of

Nova Scotia."

The CAUT further charges that the various proposals of the Commission for more rigid entrance requirements, substantial increases in student fees, an inter-provincial accounting procedure for out-of-province students, and a reduction in the numbers of foreign students are all part of a general strategy to restrict accessibility and reduce the size of the universities.

The Association challenges the Commission's assumption that the public would support such a strategy for cutbacks because it believes that quality has declined. Pointing to a recent public opinion poll

See REPORT/12



T.U.N.S.

Head

Department of Industrial Engineering

A position is available for a leader to promote growth in research, graduate studies and a strong undergraduate program in an active Department of Industrial Engineering. The appointment is a renewable 4-year term effective July 1, 1986. Applicants should have a proven record of research with significant publications, demonstrated administrative ability and appropriate teaching experience. They should also have an engineering degree or be eligible for registration as a Professional Engineer. Rank, salary and tenure arrangements commensurate with qualifications.

The Engineering Faculty at the Technical University of Nova Scotia has over 800 full time undergraduate students and 200 graduate students. The Department of Industrial Engineering has over 100 undergraduate and graduate students. The Degrees of B.Eng., (CAB accredited) M.Eng., M.A.Sc., and Ph.D. are offered. The Department has laboratory facilities for human factors and work study. Excellent computer facilities are available in the form of VAX/780, VAX/785, CYBER 825 and a CYBER 170/73D in addition to various microcomputers. The CAD/CAM Centre of the University also provides considerable facilities and opportunities.

There are opportunities to expand the scope of research and related activities for the Department in several areas. Two notable ones at present are in the large Nova Scotia fishing industry and in the area of flexible manufacturing systems. Those willing to accept the challenge of providing leadership in this effort should send a letter of application, a curriculum vitae and the names of three referees to:

Dr. Donald A. Roy  
Dean, Faculty of Engineering  
Technical University of Nova Scotia  
P.O. Box 1000, Halifax, N.S.  
Canada B3J 2X4

In accordance with Canadian immigration requirements this advertisement is directed to Canadian citizens or permanent residents of Canada.

### Directeur/Directrice École des sciences de l'éducation

L'Université Laurentienne sollicite des candidatures pour le poste de directeur/directrice de l'École des sciences de l'éducation.

L'École des sciences de l'éducation a comme mandat la formation initiale et le perfectionnement des enseignants/enseignantes pour les écoles de langue française de l'Ontario. Elle compte 16 professeurs à temps plein desservant une clientèle d'étudiants à temps plein et à temps partiel.

Le directeur/la directrice est l'administrateur/administratrice en chef de l'École et en est le porte-parole. Il/elle devra assumer, en plus, une tâche d'enseignement et de recherche.

#### QUALIFICATIONS

La personne recherchée devra être compétente en français et posséder:

- un brevet d'enseignement,
- un doctorat en éducation ou l'équivalent,
- une expérience administrative dans un milieu universitaire ou dans une situation comparable,
- la capacité d'assumer un leadership efficace,
- une connaissance suffisante de la langue anglaise

#### CONDITIONS

La nomination entre en vigueur le 1er juillet 1986. La durée du mandat est de 3 ans avec possibilité de renouvellement. Le traitement et les conditions de nomination sont régis par la convention collective.

Prière de faire parvenir votre candidature, accompagnée d'un curriculum vitae détaillé et du nom de 3 personnes pouvant fournir des références, avant le 31 mars 1986 au:

Comité de sélection  
École des sciences de l'éducation  
Attention: Normand Robichaud



Laurentian  
University

Ramsey Lake Road, Sudbury, Ontario P3E 2C6



## THE UNIVERSITY OF ALBERTA

### Assistant Professor Horticultural Science

Applications are invited for a full-time faculty position in the Department of Plant Science, with emphasis on vegetable crops. Responsibilities will include undergraduate and graduate teaching and research. Applicants should have a Ph.D. and should be able to plan and carry out basic scientific research with potential impact on vegetable production (including potatoes). Postdoctoral training and experience will be helpful. Interaction with the horticultural industry will be important. Technical assistance and good laboratory and field facilities are available. Duties to commence July 1, 1986 or as soon as can be arranged. The current minimum salary for Assistant Professor is \$30,316 per year.

Closing date for applications is April 30, 1986. Applications with curriculum vitae and the names and addresses of three referees, should be sent to:



Dr. W.H. Vanden Born, Chairman  
Department of Plant Sciences  
University of Alberta  
Edmonton, Alberta T6G 2P5

The University of Alberta is an equal opportunity employer, but in accordance with Canadian Immigration Regulations, priority will be given to Canadian citizens and permanent residents of Canada.

## University of Alberta

### PROFESSOR — HEALTH CARE FINANCE

### Department of Health Services Administration and Community Medicine

A tenure track position is available in Health Care Finance. Appropriate academic background and demonstrated aptitude in teaching and research are essential, and preference will be given to individuals with managerial experience in the health care industry.

Besides teaching and supervising graduate students in Health Services Administration, the incumbent is expected to be active in research.

This advertisement is addressed to Canadian citizens or permanent residents. Salary and rank are negotiable; 1985-86 salary ranges for Assistant, Associate, and Full Professors, respectively, are \$30,316 - \$43,780; \$38,170 - \$55,450; \$48,970 and up. Excellent opportunity exists for incumbent to earn supplemental income from consulting work with health care agencies in the city and province.

This University is an equal opportunity employer. Applications will be accepted until April 30, 1986. Applicants are requested to submit a curriculum vitae and three references to:



C. B. Hazlett, Ph.D., Chairman  
Dept. of Health Services Administration  
& Community Medicine  
The University of Alberta  
131-103 Clinical Sciences Building  
Edmonton, AB T6G 2G3

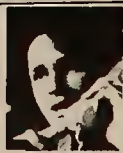
The Kidney Foundation  
supports research, patient  
services and public education.  
Please give generously.



THE KIDNEY FOUNDATION OF CANADA  
Improving the odds. On life.

E. Patrick McQuaid

## South of the border



A recent advertisement in *Education Week* sums it up: Will you test as well as you teach?

Educators throughout the country say the answer is no, that the new wave of teacher competency tests will not measure such qualities as classroom performance, professional interest or personal motivation. In at least 32 states teachers are now required to prove that they are literate — which is just what the test boils down to. Here's a sample question, adapted from a school memorandum:

To: All Teachers

From: Ms. Ashe, Principal

Re: Open House

The school's first Open House will be held next Wednesday night from 7:00 p.m. until 9:00 p.m. Teachers should arrive by 6:45 p.m. Upon arrival, please sign in at the main office. Put on your name tags, which will be alphabetized beside the sign-in sheet. Classrooms should be open by 6:50 p.m. Before opening your door to parents, please place a parent sign-in sheet in plain view near the door.

According to this selection, what should the teachers do first when they arrive for Open House?

- Open their classrooms
- Sign in at the Main Office
- Place a parent sign-up sheet near the door
- Attend a meeting in the principal's office

Educators are understandably annoyed at this, but the nation's largest teacher organizations have each adopted a very different stance on the matter. In September, the National Education Association filed suit to block statewide exams in Texas, which are to premiere next March. The rival American Federation of Teachers responded that, while opposing the tests, chapter members should swallow hard, predicting that most educators would ace the exams.

The exam is so simple, said Texas Federation president John Cole, that teachers not passing — on two tries — deserve to lose their jobs. Nonetheless, the Texas State Teachers' Association, the NEA affiliate, has hired thousands of tutors to steer their members through and Stanley Kaplan, the dean of the coaching industry, is cashing in on the panic.

"You may know it all," reads his latest ad, but proving it is another matter. Some people simply do not perform well in a test situation, regardless of the exam's level of difficulty. Kaplan, with 120 test prep centers nationwide, has made a fortune helping prep college students for graduate school or professional license exams. Now his company is offering the same service for teachers in more than 20 states who are required to prove their classroom competency. The new offering consists of 40 hours of classes and taped tutorials.

"All of our courses are designed as a review of materials students have already learned. We don't coach students, we help bring materials tucked in the back of their minds to the surface," a Kaplan representative explains.

IN/PRINTS (Information was supplied by the publisher.)

THE QUEBEC ESTABLISHMENT: The Ruling Class And The State, 2nd ed., Pierre Fournier, Black Rose Books, Montreal, 1978. A study of economic power and corporations, the structure of business elites and their relationship to political Quebec, based on questionnaires sent to 100 companies and business leaders. The author teaches at the University of Quebec in Montreal.

THE REVISED & EXPANDED CANADIAN TAX & INVESTMENT GUIDE, Henry B. Zimmer, Hurig Publishers, 1983. How to reduce taxes by maximizing benefits and postponing income. Includes five new chapters on tax planning for separation and divorce, for retirement, starting or buying a new business, advice for the commissioned salesperson and guidelines for dealing with Revenue Canada. The author works for a firm of chartered accountants.

## LETTERS...

In most temporal-spatial contexts, it is a minority who are psychologically and socially able, willing and determined to criticize and speculate about the subject matter of social sciences.

Well, Bergel may not want his discharge excised or an apology. I think however that Rutgers should. To me, that seems metaphysically correct.

Charles Kretschmar  
Dept. of Sociology  
University of New Brunswick

## Justice for all

No government and no ideology is above criticism. Thus, Michael P. Carroll's letter (November-December, 1985) demanding to know why Palestinian academics were not included in a list of

The Texas Examination of Current Administrators and Teachers is a blend of 55 reading questions, 30 writing-skills items plus the composition of a 150-word essay. Those who don't pass the battery by the end of June will be booted out of the public schools. Certified teachers in private education who fail will lose their papers but not necessarily their jobs, as many private schools do not require state certification.

But the tests do not cover individual subjects, such as geography or history and there was a time when teachers were tested in every subject, including their moral character. In contrast to the sample test item above, here's what teachers in White County, Kentucky were expected to know in 1917:

**Reading:** Tell briefly what is meant by "word method", "sentence method" and "phonetic method". Name some selections, prose or poetry, for teaching (a) patriotism, (b) honesty.

**Writing:** What is meant by base line, head line, intermediate line and top line? Copy a stanza of "America" to show a specimen of your penmanship.

**Arithmetic:** Berlin is 13 degrees 23' 53" E. and Boston is 71 degrees 4' 9" W. When it is noon at Boston, what time is it in Berlin?

**Geography:** Draw a map and give the principal countries of Europe and the capitals of the same. Show cause for the growth of the following cities: St. Louis, Buffalo, Baltimore.

**Grammar:** Name the kinds of verbs as to use and as to form. Give illustrations. Write a synopsis of the verb love in the indicative and potential modes.

**Composition:** Define unity, coherence, paragraph and diction. Define and give examples of any six figures of speech.

**Physiology:** What are the following: lacteals, lymphatics, thoracic duct, spleen, pancreas? Give a list of communicable diseases. What are the causes of diseases?

**Civics:** What are some of the internal troubles that are menacing the government at present?

**History:** Write the history of the United States around six topics of great events to show that you know the subject. Prepare your material in mind for a 1 1/4 hours' discussion.

**Theory and Practice:** Plan a lesson in a subject that you can teach best.

At the university level, a number of professors are beginning to worry that they may be the next target of the new rationality, "If it moves, test it." Various clearinghouses and newsletters on teacher competency testing have cropped up, serving as trading posts for data on all facets of teacher testing.

More than a hundred publishers specializing in education tests now exist, the largest being the Princeton-based Educational Testing Service, which prepares the battery of standardized tests for college admission and graduate school. Some states are now trying increased school funding to the regular reporting of test results. Florida, for example, has earmarked \$820,000 in additional aid to districts that adopt the College Board's Advanced Placement tests — prepared by ETS — which are used by secondary school students to earn college credit. Advanced Placement has seen a 17 percent jump nationwide in one year and some 200,000 American high school students signed up for it in 1985.

Florida may also be setting a trend among public universities elsewhere in requiring all second-year college students to pass a four-part "college-level academic skills test". The exam is four and a half hours long, consisting of an essay question and multiple choice items in maths, reading and writing.

eventually released.

Having written the above I must state that I firmly support the democratic State of Israel and have no reservations about being called a Zionist. However, in reading Professor Carroll's letter other items in it appear to be more than a criticism of Israel. To refer to Zionism as racism, or accuse Canadian academic supporters of Israel of allegiance to another state, or imply that Palestinian names were left off the published list by a conspiracy is a bit much and is reminiscent of the defamatory *Protocols of the Elders of Zion*.

There is a need for peace in the Middle East, and justice for both Palestinians and Israelis. Those of us willing to work for this goal must realize it will not come about by name calling or false accusations.

Joseph M. Kirman  
Elementary Education  
University of Alberta

Amnesty International prisoners published in the *CAUT Bulletin* was read with interest. Perhaps at the time the list was compiled there were no academics imprisoned, or those that were still imprisoned either advocated violence or supported an organization that advocates violence. For the same reason Amnesty International does not consider South African nationalist leader Nelson Mandela a "prisoner of conscience." Professor Carroll should be aware that, regrettably, the PLO does advocate violence.

As past president of the Amnesty International group in Edmonton, I can assure Professor Carroll that the organization vigorously supports Palestinian prisoners of conscience. I have personally written to Israeli officials on such a matter and am pleased to report that the prisoner was



*(For your file)*

# **The Teaching Dossier**

## **A guide to its preparation and use**

**(Revised Edition, 1986)**

**Bruce M. Shore (McGill)  
Stephen F. Foster (British Columbia)  
Christopher K. Knapper (Waterloo)  
Gilles G. Nadeau (Moncton)  
Neill Neill (Guelph)  
Victor W. Sim (CAUT)**

**With the help of faculty members of the  
Centre for Teaching and Learning Services,  
McGill University**

**French translation by Louise Caron (CAUT)**



**Canadian Association of  
University Teachers**

## **History of the teaching dossier**

This document, originally published in 1980, has been revised in the hope that it will continue to aid in the development of faculty evaluation procedures in universities. The authors are eager to receive comments, sug-

gestions and reports on the use of the Teaching Dossier: A Guide to its Preparation and Use. They are especially interested in feedback concerning the utility and credibility of the items in Parts 2 and 3. The authors acknowledge that some points ap-

pear to be repeated too often when one is reading the entire document. They anticipate, however, that use of the Guide will be selective and the same concerns are relevant to more than one section.

## **To the user: The six parts to the guide**

Part 1 contains a general explanation of what a teaching dossier is and how it can be a useful and even necessary part of a curriculum vitae.

Part 2 includes advice to administrators on the use of teaching dossiers for hiring, salary, promotion and tenure decisions, and

on their relation to other parts of a professor's complete curriculum vitae.

Part 3 describes how to create a teaching dossier and includes a 'List of Possible Items in a Teaching Dossier.' This part is the most important from the point of view of a professor.

Part 4 contains summary descriptions of the items in the 'List of Possible Items in a Teaching Dossier.'

Part 5 contains examples of the various elements of a sample teaching dossier.

Part 6 is a selected bibliography.

## **What is a teaching dossier?**

A teaching dossier is a summary of a professor's major teaching accomplishments and strengths. It is to a professor's teaching what lists of publications, grants, and academic honors are to research.

The teaching dossier is intended to provide selected short descriptions that will accurately convey the scope and quality of the professor's teaching. A summary of information compiled for the dossier may become

a part of the curriculum vitae (CV). Just as statements about research in a CV should be supportable by more complete evidence (e.g. citations of published papers or actual research data), so statements made in a teaching dossier should be substantiated by more complete evidence related to teaching activity. A teaching dossier would not normally be more than about three pages long, a reasonable amount to ask someone to

read.

Although reference is made to the 'CV' throughout the Guide, it is recognized that universities vary in their requirements for annual submissions from professors. Some, for example, use a standard report form which the professor updates annually. The term 'CV' is used throughout the Guide to refer to the document, whatever it is called locally, which the professor updates periodically to show cumulative accomplishments.



# (1) Evaluating professors and evaluating teaching

When a university evaluates the overall performance of its faculty it usually claims to pay attention to the four parts of the professor's role:

1. teaching,
2. research and scholarship,
3. participation in university governance, and
4. service to the community.

How are formal evaluations of research, governance, and service actually made? The professor may publish books and articles, perform, exhibit, speak at conferences, and be invited to appear as an expert. As evidence of success in research, records of these events is usually compiled. With time, the professor becomes selective about what is recorded in the CV, summarizing lesser works with such statements as "and 10-odd other papers, reviews and talks." For both major and minor items backup material, such as copies of reports, papers and speeches is retained and offered as evidence of good work. There is wide respect for the right of the individual professor to decide how to organize the CV and what to emphasize in order to create the desired impression. Another commonly described part of a professor's work is contributions to the university's governance through committee and administrative service. These efforts are also recorded in the CV with, for example, service on senate taking precedence over membership on departmental committees, and coordination of a major new program taking precedence over both. Similar summaries list the supervision of graduate students, the procurement of research grants, and the participation in outside community service.

To sum up, in research, governance and service, the professor takes the initiative in keeping selective records of competence and effectiveness. This is done as much out of pride in accomplishment as

in response to the need for material for evaluation. Even long-tenured full professors are typically able to produce an up-to-date CV on short notice.

The recording of competence and effectiveness in teaching is different from research or service. First, many professors do not keep good records of their accomplishments as teachers, even when they pride themselves on being first-rate instructors. More importantly, many do not recognize the need for taking the initiative in the area of teaching; they seem to regard the collection of information for the evaluation of teaching as being the responsibility of others. There are multiple reasons for the failure of the professor to take the initiative in recording evidence of good teaching and several of these are reviewed below. One of the reasons is lack of knowledge about how or what to record, and it is the major purpose of the Guide to address this problem.

Before reviewing the evaluation of teaching in universities, two assertions must be made about university teachers. First, it is indisputable that teachers generally do care about their teaching. Second, they are content to call themselves university teachers as well as chemists, historians and lawyers (as expressed in the title of the Canadian Association of University Teachers). The unabashed acceptance of these two assertions underlies the idea of the Guide to the Teaching Dossier.

Just as obvious as the professor's personal concern about teaching is the common absence of evidence of good teaching in the usual CV. If more information is included, it usually consists of the results of student questionnaires which frequently are developed and administered without the direct participation of the professor concerned. The elements of personal selectivity and the opportu-

ty to put a best foot forward tend to be absent.

Evaluating the teaching of a professor is part of his or her overall evaluation, but it has not usually been accorded equal attention with the other parts of a professor's role. Why has teaching been undervalued by those who conduct evaluations? One reason is that professors conduct their research and service in a broader forum than they do their teaching, providing wider sources of possible information. In addition, as mentioned above, professors have not learned to take the initiative in keeping a record of accomplishments in teaching. This in part may stem from the fact that professors, even in graduate training, were taught to recognize and advertise success in areas of endeavor other than teaching. They might well have held teaching assistantships or actually have taught courses, but seldom was this teaching observed, evaluated, and noted by the supervisor. Although there have been signs of change in some Canadian universities, teaching is still largely undervalued in graduate programs, except as a contribution to the teaching load of the department.

Professors can be put on the defensive when teaching is questioned. Defensiveness results in part from their usually passive role in the evaluation process; others - students, committees, university administrators and occasionally government officials and agencies - often design and control the use of questionnaires or interviews and even delve into matters of course content and organization with which the professor has the most intimate involvement. This negative situation especially applies to students' attempts to make judgments about courses. It may also place constraints on the professors' freedom to collect unofficial, confidential, and tailor-made in-

formation to check how they are doing and how they might improve their courses or teaching. Part of the solution to such problems is to help professors decide to do it, and how to present it. These are the main purposes of this document. Only when this is done will those charged with evaluating the professor's performance accord the teaching function its proper value.

It is very important to remember that the evaluation of teaching is a larger question than the assessment of the performance of the instructor alone. The professor ultimately influences only some of the many variables that affect student learning and student satisfaction. Teaching successfully in the university involves great reliance on student motivation and ability as well as on the quality and cooperation of libraries, computing centres, laboratory supply companies and bookstores. It also requires over support for teaching by one's university; teaching must receive direct and indirect support by public honors, sabbatical leaves, promotions, merit raises, and the like if it is to have the prestige accorded to other activities, particularly research, which compete for the professor's finite time and energy.

The Guide to the Teaching Dossier tackles only one part of the whole evaluation matrix. Specifically it seeks to describe ways for the professor to replace hearsay and general impressions about teaching, add to argument or replace, with other information, as appropriate, opinions collected by questionnaires indicative of competent teaching. In order to do this, the professor, in preparing his or her dossier, should clearly understand the distinctions among the three major purposes of evaluations outlined in the following section.

## Purposes of evaluation

There are many reasons for evaluating teaching. The three most important are:

1. to improve the quality of teaching based on a knowledge of strengths and weaknesses,
2. to help students make choices among courses, and
3. to include teaching effectiveness among the criteria for career advancement decisions.

The first purpose of evaluating teaching, and ultimately the most important to the teaching role of the university, is the improvement of instruction. Principal characteristics of evaluation conducted for this purpose should be that (a) data are collected early and often, not just at the end of a course, (b) results are confidential to the instructor, and (c) assistance is available to instructors to permit them to modify their instructional techniques. Without such assistance, gathering data is often counter-productive. The phrase "early and often" does not necessarily just mean repeated paperwork.

The second purpose for evaluating teaching is to provide information for students to make course choices. The information is often obtained by questionnaire at the end of a course and is often essentially a poll of students' likes and dislikes. It may include impressions of course workload and the characteristics of the instructors. The questionnaire results are frequently published in brochures with comments. Unfortunately such published evaluations rarely report the changes attempted in a course as the result of earlier evaluations, and they usually ignore the other previously mentioned influences on the quality of teaching. These evaluations are nevertheless useful for students, especially when detailed course guides are not available and students must rely on (usually inadequate) calendar descriptions.

Yet courses do change and even the utility of such "anti-calendar" is often short-lived.

The third purpose of evaluation is to include teaching effectiveness among the criteria used in decision-making associated with contract renewal, promotion, tenure, and salary increments for experienced faculty. For this purpose the evaluation of teaching is in greatest need of valid, direct input from individual professors. Administrators and peers rarely have quantitative information on which to assess the teaching performance of a professor other than that generated by student questionnaires. The Guide supplies alternatives to such questionnaires by providing a much broader range of evidence on effective teaching performance.

For the present, the following points are simply stated as maxims. No professor should be expected to participate in evaluation on the basis of inappropriate or grossly incomplete criteria. Well-designed and appropriately used institutional evaluation procedures should be augmented by a personally prepared teaching dossier in which the faculty members "put their best foot forward" when seeking advancement. Furthermore, this use of the dossier is occasional; it should be secondary to the professor's continuing reflection on his or her teaching responsibilities. The dossier approach to recording teaching accomplishments is intended to augment compulsory teaching evaluation by questionnaire alone. Teaching is a highly creative activity whose success can be shown by a variety of data from different sources. There is unfortunately a tendency for some administrators and government agencies to measure productivity or output by such marginally relevant indices as teacher-student contact hours; they have little choice, however, unless

they are shown more academically appropriate methods of evaluation.

The teaching dossier is one comprehensive example of an evaluation approach much more likely to result in genuine 'quality control' and sound morale than any so-called productivity measure. It is effectiveness that is the hallmark of a strong university, not efficiency. The university teacher with the aid of the Guide can add evidence of successful teaching to a portfolio of accomplishments in other areas. The portfolio will grow indefinitely. Like a publication list, it will be selective, and the hard evidence to support the summary should be available when needed, like a sop to a publication. The Guide could also be entitled, "How to Add Evidence of Good Teaching to Your CV."

It is also important to point out that a well-constructed and maintained teaching dossier may be useful if faculty members find it necessary to appeal against negative decisions on appointment

renewal, promotion, tenure or dismissal. The procedure which is now commonly used by arbitrators or members of appeal panels require the formal submission of persuasive evidence. Such persons are charged with evaluating such evidence. The maintenance of records of teaching effectiveness will enhance the persuasiveness of a faculty member's appeal when this is in question.

Faculty members should not initiate grievances, arising out of negative assessments of their teaching effectiveness (or on any other issue, for that matter) without consulting the faculty association or union. Though they may wish later to reject the advice, it is important to know the legal and historical precedents for similar grievances at their own universities and elsewhere in the country. Faculty members who do not consult their associations before proceeding with a grievance can unintentionally damage their own cases or the cases of colleagues.

# (2) Administrative use of the teaching dossier

Since it was first published in 1980, the dossier has attracted considerable attention in North America and beyond. CAUT and the Canadian universities have distributed many thousands of copies, and the document has been reprinted on several occasions. The dossier approach has been mentioned in a number of important books on teaching evaluation, published in Canada, the USA, and Australia. A few institutions have adopted the dossier as "portfolio" as it is sometimes known as the standard method of evaluation for all faculty. At the same time, it is probably true to say that most universities using the dossier do not do so as a routine matter, but rather for "special occasions" - when promotion or tenure is being considered for an individual whose special strengths lie in the teaching area.

It is certainly reasonable for such a professor to present the best possible case, and compilation of a teaching dossier is an excellent way to serve this need. However there may be a danger of creating two classes of academic citizens - those who present their credentials in a more conventional way and rely heavily on a record of publications and scholarly work, and (perhaps) smaller group who wish to emphasize teaching and record their accomplishments in a dossier. Since teaching is a major component of the duties of virtually all pro-

fessors, the authors of this guide would like to see documentation of teaching activities carried out by all instructors on a routine basis, even if the formal presentation of a dossier is reserved for more important points in the person's career. A common objection raised to this process - by administrators such as department chairpersons and deans as well as by some professors - is that it involves time and effort. This is certainly true, as it is with most worthwhile endeavours. In response it can be argued that, since teaching is undoubtedly a basic *raison d'être* of universities, then it would be absurd to fail to evaluate and reward effective teaching, or to do so on the basis of perfunctory evidence, such as a summary score from one item on a student questionnaire. In other words, if teaching is worth examining at all, then a reasonable commitment of time and resources will have to be made by the instructors and administrators concerned.

Faculty members can only benefit by a review of their teaching. The review process should reveal to them shortcomings in their teaching and alternative ways of approaching teaching. Unfortunately, if the teaching dossier were used for only these purposes, it might not gain widespread acceptance. This is at least in part because using feedback about teaching to make improvements in course content or the man-

ner of its presentation is to a considerable extent a private matter. Its main attraction to most professors will likely be the chance it provides to describe and justify their teaching accomplishments when it comes time for tenure, merit and promotion decisions.

There is no easy way to predict just how the teaching dossier will be used. However, there appears to be widespread dissatisfaction with the most common current procedures for evaluating teaching, namely by gossip or by the use of oversimplified results of student evaluations. When faculty incorporate their teaching dossiers into their curricula vitae, administrators will pay careful attention to this information because it fills a vacuum among the current bases for performance review. The mere use of the teaching dossier by numbers of faculty should accomplish something, especially if it is coupled with repeated and clearly made requests that the evidence be considered by the appropriate review body. Individual professors will express in their own way the unique aspects of their teaching, and the variety of reliable data which demonstrate it. The dossier should be regularly, perhaps annually, brought up to date.

Another issue is the probability of universities accepting the teaching dossier as valid evidence. A teaching dossier will have its intended effect only

lying some of the criteria by which he or she is to be judged. This will reduce the reliance on inappropriate or biased criteria.

4. There is some probability that in keeping a record of effective teaching, the professor will make choices that make good performance more likely, and thus be seen by others to be concerned with quality teaching.

when personnel decision makers and teaching faculty come to trust the approach. An important element in the validity and success of the teaching dossier is the regular exchange of views between an administrator and a professor about teaching responsibilities, the ancillary duties related to teaching, and indeed any of the List of Possible Items for a Teaching Dossier, with the opportunity for the later addition of other relevant data. Such a discussion should touch not only on expectations, but also on the manner in which they are reported. If there is any potential danger in the evaluation of teaching it is that the administrator will say to the instructor that the data submitted do not evaluate areas of prime concern as indicators of teaching success and perhaps even cover up areas of suspected weakness. Conflict is extremely unlikely with a regular discussion such as is proposed, especially if the discussion is documented by an exchange of memos. The teaching dossier used in the foregoing manner becomes an important and trusted instrument, and this gives it its greatest strength. By providing flexibility and a large range of options it is also widely adaptable across different types of the university.

The biggest problem in any evaluation of teaching is the criteria by which decisions are to be made. The teaching dossier, when guided by prior discussion



as described above, includes both criteria and a procedure for applying them. There are some questions of criteria that go beyond the teaching dossier, however. These include the level of performance which might be expected of students or the value of ratings given by students. These are parts of a

more technical evaluation which on increasing numbers of campuses is aided by a teaching consultation service.

The submission of teaching dossiers as a part of CV's will be facilitated if university assemblies at different levels accept the teaching dossier as described

in this report as an acceptable format for providing evidence on the quality of instruction. The teaching dossier approach is intended to be usable independently by individuals, but effective evaluation procedures will be aided by the use of expert advice on evaluation available on campuses. Where

this support has not been organized in a pedagogical centre, consideration should be given to making it available through establishment of a committee or unit for the improvement of teaching.

## (3) How to create a teaching dossier

The purpose of Part 3 is to present to the reader six steps to creating a useful teaching dossier and to provide a List of Possible Items for a Teaching Dossier.

Before proceeding through the steps, two points should be noted. First, it must be stressed that the List is not composed of things the professor must always do. Rather it is a list of many possibilities from which the professor can select items most relevant to his or her teaching situation. The second caution is with regard to the use of the word "evidence". It might have been more accurate to speak of some items as providing "information" that can be useful in evaluating teaching and other items as providing "evidence". In the present context no distinction is made, since it was felt that most users of the guide would be able to make their own judgements about how strong a piece of "evidence" was.

**STEP 1: Clarify teaching responsibilities:** There often exists between colleagues an informal understanding concerning teaching responsibilities and criteria for teaching success. The first step in preparing the teaching dossier is to summarize these understandings in a short paragraph or two. Points covered might include understandings about the numbers and types of courses to be taught, how students are to be evaluated, and the nature of progress expected by students. The sample dossier in Part 5 begins with such a statement. Where such an understanding does not exist, the consequence can be arbitrary and shifting evaluation criteria. Where there is no informal understanding the professor should include a brief statement of his or her own assumptions concerning responsibilities and obligations.

**STEP 2: Select criteria for effective teaching:** The List of Possible Items for a Teaching Dossier is examined. Should any item require clarification, Part 4 contains descriptions, rationales and examples. Paying particular attention to the statement in Step 1, the professor selects those items which are most applicable to his or her assigned teaching responsibilities and prepares a statement about accomplishments in each area. Item choice should also accommodate the professor's personal preferences and teaching style.

**STEP 3: Order the criteria:** The statements are arranged in the order which best fits their intended use. For example, if the professor is trying to demonstrate improvement in teaching, entries that in the short run lead to improvements would be emphasized, e.g. maintaining a record of the changes resulting from self-evaluation (item 18) is probably more immediately useful than "Pursuit of a line of research that contributes directly to teaching" (item 28).

The statements may be organized in paragraphs or in point form and under headings which draw attention to the importance of some items and to the supplementary nature of others. Brief elaborations or annotations should be added to items which constitute major evidence.

**STEP 4: Compile back-up evidence:** Copies of all printed items referred to in the dossier should be kept by the professor. These would include such things as examination papers, original replies to course evaluation questionnaires, letters from chairman and students, and samples of student work. These materials are not part of the dossier, but are back-up information in case "original" evidence is

required.

To complete the dossier the professor adds a sentence which gives assurance that such materials are on file and are available on request.

**STEP 5: Incorporate dossier into curriculum vitae:** The professor inserts the completed dossier into the CV under the heading of "Teaching" or "Instruction". Precisely where it is placed in the CV in relation to the sections on scholarship and service should reflect the relative place of teaching among the professor's university responsibilities.

**STEP 6: (optional) Add exemplary materials:** When

the professor submits the updated CV to a promotion and tenure committee, the CV may be accompanied by a few pages of material which illustrate some of the major evidence referred to. An exemplary course outline, or reading list, an examination keyed to objectives, a numerical summary of student course evaluations or unsolicited letters of praise from students might be well worth including with the CV. The advisability of this step depends very much on local customs, but is likely to be especially important when a professor is confronting a major career decision, such as tenure or promotion.

## Assistance may be available

Although the foregoing steps are meant to be readily taken without assistance, there are advantages to seeking assistance from a teaching consultation service if one exists on the professor's campus. Such a service may be helpful in reaching an understanding with a chairman when no understanding exists (Step 1), in selecting items for the dossier (Step 2), or in organizing the material properly (Step 5). Even if all the steps have gone smoothly, the professor might find it useful to request a confidential opinion on his dossier from a teaching consultant or a trusted colleague before submitting it.

One of the biggest problems in using teaching evaluation data for career advancement decisions is knowing how to set criteria for distinguishing between successful and unsuccessful teaching per-

formance. A teaching consultation service can contribute its experience here. If squabbles over criteria are to be avoided, there is a very important stage to go through before the data are used for career advancement decisions. In anticipation of such use, professors in cooperation with their administrators, should be able to gain personal, confidential, non-threatening experience in using the contemplated procedures for purposes of improving their teaching. Such experience is necessary so that teachers can learn how to keep and use valid, even interesting, records of teaching, just as they now do for research. If this learning can take place before evaluation data are used for career advancement decisions, much anxiety can be avoided and students will receive better teaching.

## Possible items for inclusion

(These items are explained in detail in Part 4.)

Faculty members should recognize which of the items which might be included in a teaching dossier would most effectively give a favorable impression of teaching competence and which might better be used for self-evaluation and improvement. The dossier should be compiled to make the best possible case for teaching effectiveness.

### THE PRODUCTS OF GOOD TEACHING

1. Students' scores on teacher-made or standardized tests, possibly before and after a course has been taken as evidence of learning.
2. Student laboratory workbooks and other kinds of workbooks or logs.
3. Student essays, creative work, and project or field-work reports.
4. Publications by students on course-related work.
5. A record of students who select and succeed in advanced courses of study in the field.
6. A record of students who elect another course with the same professor.
7. Evidence of effective supervision of Honors, Master's, or Ph.D. theses.
8. Setting up or running a successful internship program.

9. Documentary evidence of the effect of courses on student career choice.
10. Documentary evidence of help given by the professor to students in securing employment.
11. Evidence of help given to colleagues on teaching improvement.

### MATERIAL FROM ONESELF

12. Descriptive material on current and recent teaching responsibilities and practices.
13. List of course titles and numbers, unit values or credits, and brief descriptions with brief elaboration.
14. List of course materials prepared for students.
15. Information on professor's availability to students.
16. Report on identification of student difficulties and encouragement of student participation in courses or programs.
17. Description of how films, computers or other nonprint materials were used in teaching.
18. Steps taken to emphasize the interrelatedness and relevance of different kinds of learning.
19. Description of steps taken to evaluate and improve one's teaching.
20. Maintaining a record of the changes resulting from self-evaluation.
21. Reading journals on improving teaching and attempting to implement acquired ideas.
22. Reviewing new teaching materials for possible application.
23. Exchange of course materials with a colleague from another institution.
24. Conducting research on one's own teaching

25. Becoming involved in an association or society concerned with the improvement of teaching and learning.
26. Attempting instructional innovations and evaluating their effectiveness.
27. Using general support services such as the Education Resources Information Centre (ERIC) in improving one's teaching.
28. Participating in seminars, workshops and professional meetings intended to improve teaching.
29. Participating in course or curriculum development.
30. Pursuing a line of research that contributes directly to teaching.
31. Preparing a textbook or other instructional materials.
32. Editing or contributing to a professional journal on teaching one's subject.

### INFORMATION FROM OTHERS

33. Student course and teaching evaluation data which suggest improvements or produce an overall rating of effectiveness or satisfaction.
34. Written comments from a student committee to evaluate courses and provide feedback.
35. Unstructured (and possibly unsolicited) written evaluations by students, including written comments on exams and letters received after a course has been completed.
36. Documented reports of satisfaction with out-of-class contacts.
37. Interview data collected from students after completion of a course.
38. Honors received from students, such as being elected "teacher of the year".

### Colleagues:

39. Statements from colleagues who have observed teaching either as members of a teaching team or as independent observers of a particular course, or who teach other sections of the same course.
40. Written comments from those who teach courses for which a particular course is a prerequisite.
41. Evaluation of contributions to course development and improvement.
42. Statements from colleagues from other institutions on such matters as how well students have been prepared for graduate studies.
43. Honors or recognition such as a distinguished teacher award or election to a committee on teaching.
44. Requests for advice or acknowledgement of advice received by a committee on teaching or similar body.

### Other sources:

45. Statements about teaching achievements from administrators at one's own institution or from other institutions.
46. Alumni ratings or other graduate feedback.
47. Comments from parents of students.
48. Reports from employers of students (e.g., in a work-study or "cooperative" program).
49. Invitations to teach for outside agencies.
50. Invitations to contribute to the teaching literature.
51. Other kinds of invitations based on one's reputation as a teacher (for example, a media interview on a successful teaching innovation).

## (4) Summary of items for a teaching dossier

In the same order as the items were presented in the checklist above, there follow descriptions, rationales and examples for each of the possible entries. As the possible categories vary considerably in complexity and content, the format is not completely uniform, but an effort has been made to keep the entries as consistent as possible.

### The products of good teaching

1. Students' scores on teacher-made or standardized tests, possibly before and after a course has been taken.  
**Description:** Class average scores or range of overall results with an indication of the standard against which these are to be judged, e.g., a high

pass rate in a course compared to many failures in the past, or overall high scores, perhaps with rank scores for performance on a national test. Demonstrations that test scores have improved as the result of a course pre-test - post-test comparison.

**Rationale:** Student learning is the prime goal of teaching. Performance on tests, however, is clearly influenced by selection of students, the difficulty of the content, and the quality of the examinations themselves. Since most students succeed most of the time, test data should be offered when a teaching assignment is known to offer a particular challenge and where it is agreed in advance that successful learning is indeed likely to be the result of the instructor's ability and effort.

**Example:** In the first year of a new genetics course for students without backgrounds in quantitative methods, all students claimed nearly total ignorance of the content at the outset, but all passed (100% receiving A's) a final exam which had been prepared with the advice of the departmental curriculum

committee.

### 2. Student laboratory workbooks and other kinds of workbooks or logs.

**Description:** Exemplary work noted in the dossier and partly appended. Additional attestation to the quality can be useful but is not necessary.

**Rationale:** Student work done for a course is often the most persuasive evidence of effective learning and teaching. In project-based courses, laboratories or internships, which may rely little on formal examinations or essays, excerpts or short descriptions of excellent work may be included. This not only provides evidence of high standards but can also indicate development of technical or specialized skills which are unlikely to have been part of the entering student's repertoire.

**Example:** In an anthropology course on ethnographic methods in the study of social institutions, students acquired a professional degree of sophistication in recording and recognizing

statements and incidents which provide insight into institutional functioning.

### 3. Student essays, creative work and project or fieldwork reports.

**Description:** In addition to evidence of improved performance on tests (see item 1) examples of exemplary work can be appended.

**Rationale:** Like examination results, essays and reports are among the most common bases of student assessment. Excerpts should be offered when such information would be regarded as the outcome of particular effort or ability on the part of the instructor and, even better, their inclusion might be optional.

**Example:** A section of a developmental psychology course reserved for students in the health sciences, and not noted by members of the department for producing written work comparable in quality to other sections, yielded work which is an easy match. In particular this followed specific ac-



tions to improve the course.

4. Publications by students on course-related work.

Description: A short list of such publications, either in a standard bibliographic format or in summary statement.

Rationale: While the quality of the work itself may be a result of factors beyond the instructor's input, publication is rarely achieved without encouragement and guidance from a professor. At the very least it shows interest in and attention toward high quality student work. Publication by students is usually an exceptional achievement and is even less likely in fields where journals are scarce.

Example: One student project in this Ecology course has been accepted for publication by the Journal of Ecology (author title).

5. A record of students who select and succeed in advanced courses of study in the field.

Description: A sentence noting the percentage of students completing a course who go on to further courses in the area and succeed therein.

Rationale: These data may be requested when a course's purpose is to provoke interest in a subject, or volunteered when continuation in a subject exceeds expectation. In either case a baseline of previous data is essential for fair comparison. Numbers of students choosing honors or major programs, or going into graduate work, could also be noted here.

Example: This biology course is prerequisite to all advanced zoology courses; 80% of students from my sections continue to further courses, compared to 70% overall in the past five years of multiple sections, and none has failed an upper-level course.

6. A record of students who select another course with the same professor.

Description: A sentence noting the numbers and

courses involved, and mention of the entirely voluntary nature of the choice.

Rationale: This is information which can be volunteered by the instructor to supplement data in item 12 and it could be accompanied by data supporting high quality of student learning (perhaps high grades).

Example: Over the last three years 40 of the 105 students who have taken course III have taken Course 222 in a subsequent term, the latter being optional for almost all of them.

7. Evidence of effective supervision of honors, master's or Ph.D. theses.

Description: Data on completion rates for students being supervised, evidence of student success in subsequent careers (academic or non-academic), perhaps mention of prizes awarded for outstanding dissertations.

Rationale: While many faculty regard supervision of student thesis work as part of their research commitments (and may record it in the research component of their CV), supervision of student projects and dissertations is also an important component of teaching for most professors, and one that is frequently overlooked or taken for granted. Graduate teaching often goes relatively unscrutinized, perhaps because the relatively small numbers of students involved make gathering data (e.g. by questionnaire) more difficult than for undergraduate instruction. Here the personal testimony of graduates or colleagues is likely to be of special importance.

Example: During the past year four students completed their honors theses under my supervision. Two students successfully defended their MA theses, and one her doctoral thesis. I continue to supervise a further three students at the Master's level and one doctoral candidate. Over the past five years my supervisory load has been about average for the department in the case of honors and doctoral students, but above average for Master's students.

teaching (e.g., in reading courses or graduate supervision) should be noted on the CV in terms understood by others more accustomed to course enrolments and the work they represent. Additionally, availability of a professor is important to students, however much or little use they make of it. Example: In addition to the above courses, I spent approximately four hours per week during semester in individual tutorials with students outside of posted office hours comprising normally three mornings a week. Office hours of 6 hours a week have been extensively used by students.

15. Report on identification of student difficulties and encouragement of student participation in courses or programs.

Description: Summary of steps taken to identify students with special problems, to relate academic learning to appropriate contexts, and to design teaching and assessment procedures which facilitate student participation and learning.

Rationale: This catch-all item essentially provides information on the special ingredients brought to teaching, whatever the preferred methods. Instructors have different strengths in their teaching and this is an opportunity to direct the attention of the reader toward the author's own strengths. Referring to teaching that each professor considers to be most important. It is a critical topic in regular discussions about teaching and helps form the criteria for judgement.

Example: As acknowledged in the department, one of my responsibilities is to teach students general problem-solving techniques in anticipation of their using these skills in later courses. As part of course 245 I have developed a "problem-creating" laboratory which is heavily used on a scheduled and drop-in basis. Alternative: In my general biology courses students who never took high school biology are placed in a separate group with distinct assignments.

16. Description of how films, computers or other non-print materials were used in teaching.

Description: As titled.

Rationale: Appropriate use of such materials may be a matter of preparation and attention to varying learning preferences among students. This is a suitable companion item to 13.

Example: Video and audio cassette recordings of the authors studied, both performing their work and in general conversation, are available in the Library AV Drop-In Centre, and are used in several assignments.

17. Steps taken to emphasize the interrelatedness and relevance of different kinds of learning.

Description: A short statement which describes how this is part of your approach to teaching. Rationale: The teaching and learning of many subjects is enhanced when the social or personal relevance of the topic, or its relation to political, ethical, economic or other realities is acknowledged. This reduces the compartmentalization of course-based learning and shows students that specialized discussion is not unrelated to important issues of the day. Material for such an item could be part of a general introduction to the section of the CV on teaching, or could be inserted with other notes about specific courses.

Example: Social and moral implications are highlighted through films, field trips, and an annual debate with students of Professor Jones on social benefits.

Average time for completing these has been 30 months for Master's students (compared to 36 months for the department as a whole) and five and a half years for Ph.D. students (the same as the departmental average). Over half my MA students have gone on to doctoral work either here or in other universities. Last year one of my Ph.D. students received an award from the American Psychological Association for the best unpublished thesis in the area of mental retardation.

8. Setting up or running a successful internship program.

Description: Brief description of the nature of the internship scheme, how it fits into the program as a whole, number of students involved, and the faculty member's role.

Rationale: In many professional programs, internships or other types of placement within a work setting are an important part of training at either the undergraduate or graduate level. Although the work done to establish and administer such programs is perhaps not direct teaching, it contributes greatly to the learning experience of students, as well as providing a valuable link with members of the profession. The number and range of placement opportunities might be mentioned, and the opinions of both students and their supervisors in the field set could be solicited.

Example: A clinical internship program was established for four-year honors students, involving three months work each summer, and equivalent to a full year course. Program planning involved extensive contact with clinical agencies as well as gaining approval from appropriate academic bodies within the university. In the first year 22 students have been placed in eight different agencies (details on file). A questionnaire administered to students and field supervisors indicates a high degree of satisfaction among both groups (summary of questionnaires available on request).

DESCRIPTION OF STEPS TAKEN TO EVALUATE AND IMPROVE ONE'S TEACHING.

18. Maintaining a record of the changes resulting from self-evaluation.

Description: A short list of improvements made to courses and changes in presentation methods.

Rationale: Recurrent attention to small but significant parts of instructional responsibility is a useful indicator of concern with teaching. An item such as this should be endorsed in advance by administrators since some instructors might feel that describing improvements could imply weakness. The data may be collected formally or informally.

Example: In recent years there has been a decline in the number of students with strong quantitative backgrounds and I have reoriented several early classes to include some of the relevant mathematical concepts in terms they can better understand.

19. Reading journals on improving teaching and attempting to implement acquired ideas.

Description: Brief statement or list of journals regularly consulted, perhaps followed by an example of ideas gleaned.

Rationale: Such journals, in many cases devoted to specific disciplines, provide a link between scholarship in the subject or discipline matter and current practice. The best is the Journal of Research in Libraries and Instructional Development centres can assist in identifying and locating such journals.)

Example: The Journal of Chemical Education and Change are regularly read. The Journal of Chemical Education and Change are regularly read. The Journal is the source of the idea for the much appreciated videotaped demonstration experiments in the drop-in centre.

20. Reviewing new teaching materials for possible application.

Description: Brief mention of the attention paid to noteworthy new teaching materials (texts, films, computer programs, etc.).

Rationale: This item reflects involvement in ongoing curriculum revision, and awareness of new developments. Since reviewing new textbooks is a fairly routine matter for most instructors, emphasis should be placed, in this item, on other sorts of materials.

Example: Consideration is being given in this course to adapting a new set of single concept film loops produced by a committee of the Canadian Association of Art Professors.

21. Exchanging course materials with a colleague from another institution.

Description: As titled.

Rationale: Teaching is often an isolated profession in that we very rarely see another colleague in the classroom or even share course materials, such as reading lists, handouts, notes, and so on. Exchanging such materials with colleagues can frequently be beneficial, but may be especially so when the course being taught is a new venture and an abundance of curricular material (textbooks, films, etc.) may not exist.

Example: During the past year my course on male sexuality was offered for the first time. As a result of extensive enquiries among other psychology departments and contacts with the Division on Teaching of the American Psychological Association, I was able to identify three similar courses offered at other North American universities. I have corresponded with all the instructors concerned, and

9. Documentary evidence of effects of courses on student career choice.

Description: Testimonials from employers or students about the instructor's influence on career choice, or perhaps evidence from a departmental study of student career choice.

Rationale: Such information, when volunteered, could be regarded by peers as evidence of an instructor's enthusiasm and commitment even though its availability is likely to be fortuitous.

Example: Appended is a letter from a major local industrial employer noting how many of the most promising candidates mentioned my name in the interview.

10. Documentary evidence of help given by the professor to students in securing employment.

Description: Similar to item 9 above, with an emphasis on the hiring decisions related to learning experience in the instructor's courses.

Rationale: As in item 9, with the added emphasis on job success in the community where graduates are employed (a particular case of item 46).

Example: Appended are the results of a post-graduation employment survey of students in which several noted the thoroughness of their instruction in Course 423 as instrumental in meeting employment requirements in their field and in their moving ahead quickly.

11. Evidence of help given to colleagues on teaching improvement.

Description: A statement about the extent to which colleagues or teaching assistants requested advice and what help was provided.

Rationale: If one is in demand as a teaching resource this is a significant contribution to teaching.

Example: Letter of thanks from the teaching assistants' union for giving a talk on effective teaching.

we have exchanged course material, including reading lists, syllabi, and examples of assignments. All four of us have subsequently modified our courses to some extent. (I have the relevant correspondence available for examination.)

22. Conducting research on one's own teaching or course.

Description: A paragraph description of such study, or a cross-reference to a published report of it.

Rationale: Such studies can provide valuable insights into teaching effectiveness of relevance to the professor's own institution and beyond. Example: This course was used to study the effect of students designing their own laboratory exercises. It was found that for most of the topics their plans were equally illustrative of the concepts, were safe in the use of materials, were enjoyed more in execution, and were better remembered at the end of the course. For a few topics, instructor-prepared exercises remained superior. Laboratories now include both types of exercises.

23. Becoming involved in an association or society concerned with the improvement of teaching and learning.

Description: This might involve serving on committees, contributing to the organization's newsletter with information about teaching, running for office, helping organize the annual conference, and so on. Membership alone is probably not a sufficient indicator of active involvement to merit special mention.

Rationale: In addition to divisions of professional associations concerned with the teaching of the discipline there exist a number of provincial, national and international associations that have as their main objective the improvement of teaching and learning in higher education. Examples include the Society for Research into Higher Education in Britain, The Higher Educational Research and Development Society of Australasia, the Professional and Organizational Development Network in the United States, and the Society for Teaching and Learning in Higher Education in Canada. Many Canadian academics contribute to associations of this kind in a variety of ways, and this serves to enhance not only their own teaching but the teaching of colleagues. Example: For the past five years I have been actively involved in STLHE, this year serving as a member of the steering committee with special responsibility for selection of papers for the annual conference. In addition I am a member of the program committee of the Division on Teaching of the Association of Medieval Scholars.

24. Attempting instructional innovations and evaluating their effectiveness.

Description: Summaries of procedures or materials adopted. This differs from item 22 in that there need not be a connection to research involving one's own teaching. Methodology is emphasized over content. The two aspects are not mutually exclusive.

Rationale: Attempts to enhance teaching include adopting, permanently or on a trial basis, new ideas developed elsewhere. This item normally refers to relatively large and visible steps such as the use of team teaching, computer-based instruction, or modularization of a course. Relevant information might follow the course listing.

Example: The unit tests in this course are administered and scored on-line by computer, from a pool of items taken (with permission) from the textbook. The facility also allows students to leave con-

## Material from oneself

DESCRIPTIVE MATERIAL ON CURRENT AND RECENT TEACHING RESPONSIBILITIES AND PRACTICES.

12. List of course titles and numbers, unit values or credits, enrolments with brief elaboration.

Description: Slightly expanded calendar information, preferably also with a short paragraph describing the main topics, types of students, and types of student performance the course seeks to foster.

Rationale: Although this information is not in itself evidence of instructional effectiveness, it can be used to understand the baseline against which successful teaching is to be judged. It should, nevertheless, be brief and deal with recent or current teaching. Earlier teaching can be listed summarily. Such information is more important than may be at first apparent. It is also information which is easily forgotten. A faculty member cannot rely on the university to keep reliable records of such matters. Personal computers, which are now used by faculty members with increasing frequency, provide a convenient way to maintain teaching records. A current print-out from information in the computer should be deposited in the faculty member's personnel file. It is prudent to keep a back-up floppy disk containing the data on teaching effectiveness in a second location.

Example: Current teaching: Educational Psychology 333, Creativity and its Development in School; half course option serving 36 students, 30 BEDs and 6 BAS. The course surveys major psychological ideas of creativity, relations to intelligence, the question of generality versus special quality, and means to encourage creative performance in school children. Student work includes essays, term tests, and field project with children. Previous teaching: Introduction to Statistics 101.

13. List of course materials prepared for students.

Description: Laboratory manuals, course outlines, reprinted hard-to-get articles, worksheets, study guides, assignments, reading lists, annotated bibliographies, and audiovisual or computer-based materials prepared or selected, etc. These are generally items of which each student gets a copy (in contrast to item 16).

Rationale: Provision of such materials is one possible index of preparedness in teaching. This information is important but often ephemeral. The remarks about computer record-keeping in item 12 (above) apply here as well.

Example: A set of study questions is distributed at each lecture to provide students with insights from different perspectives which might not come out in the class, and to give an indication of the level at which I expect them to function on an assignment or test or in seminar.

14. Information on professor's availability to students.

Description: Statement of amount or schedule of time professor is available to students outside of class and possibly of actual student response, perhaps supported by a logbook or appointment record.

Rationale: Some university teaching is highly dependent on tutorial meetings which are much less visible than scheduled classroom teaching. Such



idential questions or comments for the instructor to which replies can be given in class or placed in the computer, appearing the next time the student concerned signs on. An average of 12 comments or questions was contributed per week (60 students were enrolled in the course), and 15 per cent of the students in the course mentioned this innovation in the end of term evaluation questionnaires.

25. Using general support services such as the Educational Resources Information Center (ERIC) in improving one's teaching.

**Description:** A brief mention of the use made and outcomes, if any.

**Rationale:** This computerized information retrieval system (and others) contains a large number of project reports and other unpublished as well as published sources of ideas related to university teaching and learning.

**Example:** An ERIC search uncovered two similar clinical nursing programs whose approaches to unifying classroom and field experiences are now being examined here.

26. Participating in seminars, workshops and pro-

fessional meetings intended to improve teaching.

**Description:** Brief mention unless instructor has played a leading role, such as workshop chair, presenter, or convener of section concerned with teaching of discipline. Where attendance is subsidized, this could also appear under "grants" in a CV.

**Rationale:** The realization that many instructors seek opportunities to exchange ideas about teaching has led associations and institutions to sponsor such meetings. Participation can refer to attendance or program contribution.

**Example:** Other activities in support of teaching included helping to organize a workshop sponsored by the vice-principal's office on designing and grading essay tests.

27. Participating in course or curriculum development.

**Description:** A list of major involvements, possibly with a cross-reference to the "committees" section of a CV. The emphasis is on the content of courses or programs.

**Rationale:** While this might also be regarded as a "service" contribution to a department, it is also

indirectly a "teaching" function.

**Example:** In 1979-80 I drafted proposals for the revision of the MBA program.

28. Pursuing a line of research that contributes directly to teaching.

**Description:** Brief mention.

**Rationale:** While this relationship is often fortuitous, it is one which can be mentioned, if appropriate. A professor's research is the high point of his or her learning and sharing it with students can be highly motivating.

**Example:** My research on the urban socialization of rural immigrants lends itself to many useful teaching adaptations. Students in the course visit homes and schools, and guests address the class.

29. Preparing a textbook or other instructional materials.

**Description:** A statement of its having been done with a cross-reference, where appropriate, to the publications section of the CV (See also Items 30 and 48.)

sometimes make more intimate contacts difficult; a course or program student committee can provide valuable assistance.

**Example:** The course committee of four students met with me every two weeks and through their input several course improvements were immediately made, especially regarding opportunities for practising problems in class and changing one lecture a week to a problem tutorial.

33. Unstructured (and possibly unsolicited) written evaluations by students including written comments on exams and letters received after the course has been completed.

**Description:** As titled.

**Rationale:** These are usually the result of students ascribing their success or enjoyment directly to the instructor. One or more examples may be attached and the availability of the others noted. Faculty members should, of course, be extremely careful not to solicit, or seem to solicit, evaluations from students before final marks have been submitted in a course. At best such requests by faculty members are unwise; at worst they are unethical. If informal teaching effectiveness is needed it can usually be obtained by the use of impersonal questionnaires.

**Example:** Three students have sent unsolicited letters about how this course has fostered positive attitudes toward the discipline. One is attached and the others are available on request.

34. Documented reports of satisfaction with out-of-class contacts.

**Description:** Specific questions answered by students on a questionnaire or in general notes may indicate a course's effectiveness as a tutor, counsellor or mentor. References may be to office hours, appointments or to casual contacts.

**Rationale:** Learning does not all occur in the classroom nor is it confined to the content of the text.

development and invitations to assist with others are positive reflections on teaching ability.

**Example:** Professor Brown has asked me to help him prepare a set of field experience notebooks similar to those which have worked so well in my courses.

40. Statements from colleagues from other institutions on such matters as how well students have been prepared for graduate studies.

**Description:** Brief summary with an example possibly appended.

**Rationale:** This item is similar to Item 34 on prerequisites. It is especially appropriate for senior students. The decision to include this item would likely be prompted by informal comments or a departmental survey. A data summary may be appended.

**Example:** Since over half the students who take this course continue to graduate work in the same or related areas, their new institutions are routinely polled a year later to assess the quality of the students' preparation. Strong satisfaction is the usual opinion.

45. Comments from parents of students.

**Description:** Brief summary of usually unsolicited comments.

**Rationale:** While universities and students usually think of students as adults, officials responsible for student affairs receive frequent calls from parents. Since many parents pay the fees and some students are legal minors, this is not surprising. Tutorial teaching and supervision are most likely to be noted. The comments may be made to the alumni association in a university old enough to have served more than one generation.

**Example:** A designated donation for the department was received by the Alumni Association last year. Part of the campaign, noting pleasure, on their daughter's behalf, with this course.

46. Reports from employers of students (e.g., in a work-study or "cooperative" program).

**Rationale:** Such items are usually regarded as publications but they are also a major contribution to teaching especially where based on experience in a locally taught course. The work may be in progress.

**Example:** My new textbook on endocrinology was published in January (see publications list). Alternative: With the support of a teaching improvement grant from the university (\$500) I have prepared six of ten planned self-study units for this course and had them critiqued by students from my class.

30. Editing or contributing to a professional journal on teaching one's subject.

**Description:** Brief mention of role and editorial responsibilities. (See also Items 29 and 48.)

**Rationale:** Such activity has the potential to improve teaching although in some cases it may be regarded solely as "scholarship."

**Example:** I am an editorial reviewer for the Journal of Engineering Education especially for articles relating to self-paced instructions.

**Example:** In addition to specific course responsibilities I have had much success in helping students choose supporting courses. This is supported by student replies to questions 10-13 on the appended course questionnaire.

35. Interview data collected from students after completion of a course.

**Description:** Summary of the comments given. The interviews may be recorded but this may deter some students; summary notes written afterwards can suffice. A random sample of students would be most appropriate in a large class. This method is especially suitable when the nature of the course has created good rapport with students and when questionnaires, being less personal, would not give the same quality of data. Students need not be interviewed singly.

**Rationale:** Once a course is completed and the marks submitted, students will usually feel free to express their opinions, and might well regard the intimacy of an interview as an expression of genuine concern on the part of the instructor.

**Example:** Questionnaire data were supplemented by interviews with four pairs of randomly chosen students. Their remarks reinforced the impression that the course was highly regarded but heavy. Valuable suggestions were received for reordering some of the topics so as to even out the workload. Tapes and summary notes of these interviews are on file.

36. Honors received from students, such as being elected teacher of the year.

**Description:** Brief mention.

**Rationale:** This is a considerable honor at many universities and colleges. Though some scepticism greets such programs, the award is usually indicative of better-than-average teaching by other criteria as well. Excerpts from the award citation might be appended.

**Example:** Elected Arts Teacher of the Year, 1984-1985.

41. Honours or recognition such as distinguished teacher award or election to a committee on teaching.

**Description:** Brief mention, possible cross references to the "service" section of the CV.

**Rationale:** This reflects colleagues' appreciation of one's contributions to teaching, and, in the case of election to a teaching committee, is not merely a "service" role.

**Example:** Named to the University Teaching Improvement Advisory Committee for 1980-1983.

42. Requests for advice, or acknowledgment of advice received, by a committee on teaching or similar body.

**Description:** Brief mention of the requests.

**Rationale:** This is another example of unsolicited recognition which, if not recorded, will usually pass unnoticed.

**Example:** The University Teaching Resources Centre conducted a poll of selected instructors on the adequacy of the equipment of classrooms, to which I was asked to contribute by the Dean.

**Description:** As titled, usually in summary form with a reference to the availability of details.

**Rationale:** Employers are one of the major constituencies of the university, in some fields more than others.

**Example:** Field-placement instructors not only shared in the evaluation of the students but were asked to complete a questionnaire about the course. Responses ranged from satisfied to completely satisfied, and useful suggestions were obtained to be implemented in 1986. The results are on file.

47. Invitations to teach for outside agencies.

**Description:** Brief note of the offers and which were taken up.

**Rationale:** Other universities, community and professional associations rely partly on the reputations of teachers to recruit evening and summer instructors.

## Information from others

31. Student course and teaching evaluation data which suggest improvements or produce an overall rating of effectiveness or satisfaction.

**Description:** A note that such data have been collected and a short summary of the results. A data summary could be appended to a copy of the questionnaire.

**Rationale:** Attitudes of students are a most important source of data about a course, especially if supplemented by specific feedback from colleagues. Note: Where evaluation of teaching effectiveness is based in part on student responses to questionnaires the instrument should be adopted following negotiation on behalf of all faculty and should not encourage anecdotal comment. Information provided should also be used in conjunction with other similar information from earlier years. Assurances should be obtained that those using the statistical results obtained by questionnaires are familiar with the limitations of such data.

**Example:** Student replies to a questionnaire (appended) indicated considerable satisfaction with these courses. Some dissatisfaction with overall workload led to a discussion with the class and a decision to space the main assignments more widely, requiring the first much earlier. Many students' ABC, and she and I have agreed to stagger the due dates of our main assignments in the future.

*Note: Ratings of teaching by students using questionnaires can be an important source of information for the instructor about perceptions of the course and the teacher. Evaluation forms have been used for many decades, and there is vast research literature about such questions as the reliability and*

*validity of student ratings and how questionnaires should be constructed and administered. In view of the extensive experience with different rating instruments, it usually takes little sense to "start from scratch" and attempt to devise your own questionnaire. Using, or adapting, an existing rating form is generally a much simpler process and one that avoids the major pitfalls in questionnaire construction.*

*An important decision concerns the purpose of gathering student ratings — are they mainly to be used for annual review of performance, or to provide information to the instructor about strengths and weaknesses of the course? The answer to this question can help determine the type of instrument that should be used. Once an appropriate rating form has been selected, other steps involve deciding how often it will be administered, to which courses and students, at what stage in the term, who will distribute and collect the forms, and how the resulting data will be processed, interpreted, and reported. Several of the books listed in the short bibliography (see Part 6 of the Guide) deal with such questions in some detail. In addition, expertise on evaluation is likely to be found in the instructional development or teaching improvement centre, where one exists on your campus.*

32. Written comments from a student committee to evaluate courses and provide ongoing feedback.

**Description:** Such a committee might represent a large course, program, department, or other group, and its regular input might be requested in the form of comments and suggestions, verbal and in writing. Comments noting good or improved work may be summarized and appended but should certainly be kept on file.

**Rationale:** Large enrolments and other factors can

prerequisite.

**Description:** Summary of the comments received.

**Rationale:** This is a special case of peer review but different in that it need not include direct observation of one's teaching nor examination of texts, teaching materials and tests. Replies may be solicited as part of regular departmental procedures, or unsolicited.

**Example:** This course is prerequisite to Course 41 and knowledge acquired is directly used there. Professor Jones reports that students from this course are always well prepared, even after a summer break; she always has to schedule a few remedial tutorials for transfer and other students. These reports are on file.

39. Evaluation of contributions to course development and improvement.

**Description:** This may be provided by colleagues or it may be a self-assessment, and it need not be restricted to one's own courses. It might commonly be a self-report prompted by comments and invitations to assist colleagues.

**Rationale:** Comments on one's own course

44. Alumni ratings or other graduate feedback.

**Description:** Summary of the results of polls of alumni, much as one would do for current students.

**Rationale:** There are times when the value of a course may be less apparent to currently enrolled students than to those who have gone on to further study or work. Time and distance make such data harder to collect but the effort may be worthwhile.

**Example:** With the assistance of the Graduates Society Alumni Fund, addresses were found for 85% of the graduates of this course from 1975 to 1985. The replies of the 75% who responded indicated an increased and positive assessment of the value of this course to their work, in contrast to the opinions of current students whose outside experience remains too limited for this appreciation. I will be considering this form of increased field experience to help students in this understanding.

## From colleagues

37. Statements from colleagues who have observed teaching either as members of a teaching team or as independent observers of a particular course or who teach other sections of the same course.

**Description:** Summary of the reports received.

**Rationale:** Peer review is an especially useful form of evaluation when there are concerns for such things as common standards of content and grading across sections of a course, or in a program sequence of courses. Professional ethics are respected by asking that reports praise points of excellence and make specific suggestions for improvement.

**Example:** Peer review by previous instructors of this compulsory introductory course has particularly lauded the enthusiasm for the subject engendered in the students and offered only minor suggestions for improvements such as some revisions to slides. An appointment has been made with the media centre to carry this out.

38. Written comments from those who teach courses for which a particular course is a

## Other sources

43. Statements about teaching achievements from administrators from one's own institution or from other institutions.

**Description:** Brief summary and reference to statements.

**Rationale:** Administrators sometimes find a moment to express thanks for a good idea or a special contribution. This item is usually fortuitously obtained.

**Example:** Particular appreciation of my ideas on coordinating the laboratories of these three courses were expressed by the program director. The letter is on file. *Note: It is important to keep all commendations from administrators and others. They may be vital in establishing the quality of earlier service to the university at the time of a grievance relating to an academic status decision.*



**Example:** I have been asked to give in-service and summer courses by the following organizations. Those marked with an asterisk were taken up and are listed under "external consultation" in my CV.

**48. Invitations to contribute to the teaching literature.**

**Description:** Brief note of the offers and which were taken up.

**Rationale:** As with offers to teach outside the university, there may be more invitations than can be taken up and then listed under "publications" in the CV or in Item 30. These reflect favorably on one's teaching. As with some other items, the inclusion of this one is usually not planned in advance. Examples can be annotated "by invitation".

**Example:** I have received the following unsolicited invitations to contribute to the literature on the

teaching of second language literature. Those marked with an asterisk were taken up and are listed under "publications" in my CV.

**49. Other kinds of invitations based on one's reputation as a teacher (for example, a media interview on a successful teaching innovation).**

**Description:** Brief note of the offers and which were taken up.

**Rationale:** Word of good teaching may escape academics and it need not be ignored once it becomes known in the community.

**Example:** I have been asked by the CBC to do three summer replacements shows for "Science Report."

## (5) Elements of sample

**Note to the user:** The Teaching Dossier expands the usual few lines of course numbers and titles which appear in a CV to one to three pages of data-based evaluations of the quality of teaching, with a few appendices. Unless such data exist and are used, teaching cannot be considered to have been adequately evaluated and unless there is a general

understanding of the value of such data an evaluation of teaching effectiveness cannot be considered to have been conducted equitably or effectively.

What follows is part of a hypothetical professor's teaching dossier. The instructor is not completely typical, so as to illustrate the flexibility of this approach. The most frequent problem in preparing an

effective teaching dossier is that it is difficult to be as explicit as one might wish on some items. It is possible to submit a new course syllabus or a complete course outline, perhaps with an assessment by a colleague, as a demonstration of effective planning. It is more difficult to present anecdotal information on student success or to present responses to a personally-administered questionnaire in a persuasive manner. It is wise to try out evaluation procedures in a non-threatening, confidential, improvement-seeking context so as to develop an

understanding with administration officers on reasonable criteria to be used when similar information is needed for a career advancement decision. On a campus where there is a teaching improvement or evaluation service such advice and assistance may be readily at hand.

The examples below are intentionally vague because real circumstances vary so widely. This section is illustrative of only parts of the Teaching Dossier.

**Introduction:** In the past three years my chairman and I have exchanged memos, following discussion, in which we agreed on my teaching responsibilities. In the past year I relinquished a second-year course I had taught for several years and started a new introductory course for non-linguistics students. A slightly easier exam was set than in the standard course. I continue to teach the compulsory psycholinguistics research methods course to honors students and an optional intermediate course in Canadian French dialects. Performance of the methods students was judged by their subsequent success in later courses. The dialects course is primarily an interest course and student motivation was a major factor in assessing its success. I continued a slightly heavier than average supervision load. I was also responsible for supervising three students in the MA program, two of whom successfully completed their degrees this year.

The following elements in the evaluation of my teaching seem most significant to me.

### 1. Linguistics for nonspecialists:

—Student marks on tests which I prepared

following consultation with the instructor in the specialist course.

—A complete course syllabus (see Item 13). Particular attention paid to student difficulties (see Item 15).

—Student satisfaction demonstrated at a "moderate" level or higher on a questionnaire (moderate being 3 on a 5-point scale) (see Item 31).

**2. Honors Psycholinguistics Research Seminar:**—Examples of graded student laboratory records (see Item 2).

—Comments from colleagues on prerequisite preparation indicating little need to re-teach major concepts (see Item 38).

### 3. Dialects interest course:

—Examples of graded student essays showing best, average and worst work (see Item 3).

—Example of integrating my research with this course through student collecting and analyzing tapes of speech at the airport and railway sta-

tion (see Item 28).

—Indication of student satisfaction at a "4" level, on average, on a 20 item questionnaire including the 10 departmental "core" questions (see Item 31).

### 4. Linguistics 345: Canadian Dialects

This being an optional course, the standard for student satisfaction was set high. Results of the course questionnaire confirmed considerable satisfaction, particularly with the field exercises which were closely related to my own research. The students were required to report in writing on their mini-studies to each interviewee who volunteered a name and address. (Five of thirty wrote to thank us for that thoughtfulness.)

—Only one poor essay was submitted, all the others being "B" or better; excerpts are appended. Following the final test 10 of the 18 students wrote special notes of thanks for a course which they felt did a commendable job of making an esoteric and theoretical topic enjoyable and relevant. These comments are appended (see Item

33). All documents referred to are available if requested.

In addition to my regular teaching assignments, I also:

(a) served on the MA program revision committee (Item 27);

(b) attended two workshops at the Teaching Improvement Centre, one on course evaluation and the other on making multiple-choice tests (Item 26);

(c) wrote two chapters of a text on Canadian dialects (Item 29); and

(d) interviewed the students doing best and worst in each of my courses as one way of discovering what makes the courses succeed and fail for different students. Several science students suggested calendar revisions because they had discovered that the course content was not what they expected after they were locked in by timetable conflicts. I was able to advise them to raise such matters sooner because it is often possible in an optional course to adjust the content to better suit students.

## (6) A short reading list

There is very considerable literature on evaluation of instruction (including a good deal written by Canadians), ranging from books that describe "how to do about it" to research articles that focus on empirical studies of validity and reliability of different evaluation methods, especially student rating forms. Much of this literature is specialized, repetitive or not easily accessible to the general academic reader. What follows is a very brief annotated bibliography of books and articles that we have found to be particularly useful for teachers who wish to obtain clearly written, up-to-date and practical information about the evaluation of instruction in a university setting. Nearly all the works listed contain extensive bibliographies for those who wish to pursue specific questions in more depth.

In addition, many of the discipline-based professional associations publish journals devoted to teaching (such as *Journal of Chemical Education*, *Engineering Education*, *Teaching Psychology*) and these often include material on evaluation.

Braskamp, L.A., Brandenburg, D.C., and Ory, J.C. (1984). *Evaluating teaching effectiveness: A practical guide*. Beverly Hills: Sage.

This short guide is intended to help faculty and administrators design and implement teaching evaluation procedures on their campuses. It covers such topics as student ratings, colleague appraisals, alumni opinions, and self-evaluation. There is a lengthy bibliography, and extensive appendices give examples of various evaluation instruments.

Centra, J.A. (1979). *Determining faculty effectiveness*. San Francisco: Jossey-Bass.

Centra designed one of the most widely used student rating forms, the Student Instructional Rating System (SIRS) while working as senior research psychologist for the Educational Testing Service in

Princeton. This book does not confine itself to teaching evaluation (though this is its main focus), but also discusses assessment of research, service, and instruction for the purpose of making personnel decisions. After an opening chapter on the purposes of evaluation, there is a good discussion of the uses and limitations of student ratings, and other chapters cover self-assessment, peer appraisal, measures of student learning, assessing research, advising, and service, legal factors affecting personnel decisions (the latter in a U.S. context), and assembling data to make decisions. Many illustrations of evaluation instruments are included.

Cranton, P.A., and Smith, R.A. (1986). A new look at the effect of course characteristics on student ratings. *American Educational Research Journal*, 23 (1), in press.

While smaller classes and higher levels of instruction do lead to higher ratings on the average, there is an extremely large amount of variation from course to course. This result of a three-year study highlights the need for caution and consideration of the instructional setting in using norms and making comparisons among professors in the evaluation of teaching.

Donald, J.G. (1984). Quality indices for faculty evaluation. *Assessment and Evaluation in Higher Education*, 9 (1), pp. 41-52.

This paper gives an overview of the characteristics of a good evaluation system. It discusses differences among the criteria used to assess teaching, research, and service, and the procedures used.

Donald, J.G. and Sullivan, A.M. (Eds.) (1985). *Using Research to Improve Teaching*. San Francisco: Jossey-Bass.

Chapters by Janet Donald (McGill), Harry Murray (Western), Ray Perry (Manitoba), and Sullivan (Memorial) provide an up-to-date review of research on teaching effectiveness and the role of evaluation in the improvement of teaching. Three other chapters (also by Canadians) discuss evaluation as a field of research in higher education.

Foster, S.F., Harrap, T., and Page, G.C.: *The teaching dossier*.

A system of performance evaluation with data as a case study from dental education in British Columbia. *Higher Education in Europe*, 1983, 8(2), pp. 45-53.

Knapper, C.K., Geis, G.L., Pascal, C.E., and Shore, B.M. (1977). If teaching is important . . . The evaluation of instruction in higher education. Toronto: Clarke, Irwin.

This volume in the CAUT Monograph Series takes a broad approach to evaluation, with chapters on strategies for appraisal of performance, measuring student learning, devising and administering student ratings, evaluating service to the university, and the implications of evaluation procedures for academic freedom.

McKeachie, W.J. (1986). *Teaching Tips: A Guidebook for the Beginning College Teacher*, 8th ed. Lexington, MA/Toronto: D.C. Heath.

While only one chapter of this paperback is specifically about evaluation, the others describe what should be done to assure that a quality job is done. One should not be put off by the title's appeal to new colleagues; the volume never "talks down" to the reader and may also be read by teaching assistants and senior professors seeking ideas about good teaching.

Murray, H.G. (1980). *Evaluating university teaching: A review of research*. Toronto: Ontario Confederation of University Faculty Associations.

This excellent short monograph is the second edition of a report commissioned by the Ontario Con-

federation of University Faculty Associations to introduce faculty to the major issues surrounding evaluation of instruction. Chapters cover all the major research issues, including reliability, validity, factors that can affect ratings, as well as alternatives to ratings such as colleague evaluations and measurement of student learning. Despite its title, the book is not simply a catalogue of research findings, and makes numerous sensible suggestions on the use of evaluation data for both self-improvement and personnel decisions.

Seldin, P. (1980). *Successful faculty evaluation programs: A practical guide to improve faculty performance and promotion/tenure decisions*. Crugers, New York: Coventry Press.

The title says it all! Down-to-earth advice is given on how to set up an evaluation system, different evaluation processes are reviewed, and the book contains numerous practical examples.

Roe, E., and McDonald, R. (1984). *Informed professional judgment: A guide to evaluation in post-secondary education*. St. Lucia: Queensland University Press.

This recent Australian contribution to the evaluation literature contains a wealth of practical advice, but does not ignore underlying ethical and political considerations. It is broader in approach than many North American books on the same topic, covering not only evaluation of courses, but of whole programs, using a wide variety of methods. In addition to the frequent examples, lists and tables, an especially useful feature of the book is the set of exercises and case studies in the final chapter, which could be used profitably by committees charged with the task of developing evaluation schemes.

**NOTE:** A more elaborate bibliography can be obtained from one of the authors. There will be a charge for mailing and printing costs. Address requests to Professor Gilles G. Nadeau, Faculty of Education, University of Moncton.

**NOTE:** On peut obtenir une bibliographie exhaustive d'un des auteurs moyennant le coût d'un droit de consultation s'élève à \$10.00. On peut également obtenir une bibliographie exhaustive d'un des auteurs moyennant le coût d'un droit de consultation s'élève à \$10.00. On peut également obtenir une bibliographie exhaustive d'un des auteurs moyennant le coût d'un droit de consultation s'élève à \$10.00.

Le titre en dit long. Cet ouvrage constitue un nombre de renseignements sur le même sujet car les auteurs ont pu puiser des idées sur un enseignement de qualité.

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## (t) Résumé des éléments figurant au dossier

de la liste précédente. Pour chaque point, on donne les points suivants sous énumération selon l'ordre pour chaque catégorie, l'information n'est pas générale. Toutefois, les auteurs n'ont pas menagé les efforts pour respecter le plus possible une certaine cohérence.

Les résultats d'un enseignement de bonne qualité

l'objectif primordial de l'enseignement. Les résultats des examens sont manifestement influencés par la sélection des étudiants, la difficulté du contenu et la qualité de l'examen. Puisque la majorité des étudiants témoins a le diplôme du temps, il faut présenter des données lorsqu'il est recommandé qu'une tâche

24.	Importance de l'innovation et l'évaluation l'efficacité de ces
23.	La pertinence de l'enseignement et l'association de ces
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**MATRIEL DU PROFESSEUR**

12. Liste des titres et des numéros de cours, des tâches actuelles et récentes en enseignement
13. Liste du matériel de cours à l'intention des étudiants
13. Renseignements sur la disponibilité du professeur en l'égard des étudiants
15. Rapport sur l'identification des difficultés des

Les professeurs devraient reconnaître les points faibles de leur enseignement et les inclure dans le dossier qui mènerait le plus en valeur leur compétence comme enseignants et qui les aiderait le mieux à s'améliorer et à se renouveler. Le dossier devrait être rédigé de façon à présenter un enseignement efficace. Il ne faut pas nécessairement d'inclure des renseignements moins opportuns.

(ces points sont expliqués à la Section 4)

Liste des éléments qui peuvent figurer dans un dossier d'enseignement

préuves importantes de courtes explications ou des annotations.

**QUATRIÈME ÉTAPE:** Consigner les preuves. Le professeur doit conserver des exemplaires concrets de tous les éléments mentionnés dans le dossier, entre autres les examens, les réponses originales aux questions d'évaluation, les lettres du directeur et des étudiants ainsi que des exemplaires de travaux d'étudiants. Ces documents ne font pas partie du dossier.

Les énoncés peuvent être rédigés en paragraphes directs, à l'enseignement (ciment no 26).

« L'important, c'est de faire passer les connaissances et les compétences acquises par les étudiants à l'extérieur de l'université. Les étudiants doivent être capables d'appliquer ce qu'ils ont appris dans la vie réelle. Par exemple, si un étudiant apprend la programmation, il doit être capable de résoudre des problèmes concrets. C'est pourquoi nous insistons sur les projets pratiques et les stages. Nous voulons que les étudiants soient prêts à relever les défis du monde professionnel. »

Le style d'enseignement du professeur est également un facteur déterminant. Les enseignants qui utilisent des méthodes plus participatives et interactives favorisent l'engagement des étudiants. À l'inverse, un enseignement purement magistral peut entraver l'engagement.

# nt créer un

[illegible]

DEUXIEME ETAPPE: Choisir les critères d'un

[illegible]

«...pourrait être plus justifié de considérer certains éléments comme étant des "enseignements" et d'autres, comme étant des "preuves". Dans le contexte du processus, il n'y a aucune distinction puisque les enseignants du guide ont jugé que la plupart des utilisateurs pourront déterminer jusqu'à quel point une "preuve" a été présentée.

**PREMIERE ETAPE.** Présenter les responsabilités

un dossier utile et pour établir une liste des éléments qu'il pourrait faire partie du dossier. Avant de passer à chaque étape, il faut faire deux synthèses en garde. D'abord, il est nécessaire de sous-juger que la liste ne comprend pas les tâches que le professeur doit accomplir. Il s'agit plutôt d'une liste énumérant de nombreuses possibilités auxquelles le professeur peut choisir les éléments qui touchent davantage à son travail. La

## (3) Commun

qu'on ne peut pas évaluer la performance d'un individu en fonction de la performance d'un groupe. C'est pourquoi, dans le cadre de la gestion des ressources humaines, il est important de prendre en compte la diversité des individus et de leur permettre d'exprimer leur potentiel.

avant de présenter son dossier.

[illegible]

# L'aide disponible

dans la mesure où les données disponibles sont dans une certaine mesure précises que les données disponibles ne sont pas précises.

CINQUIÈME ÉTAPE : Incorporer le dossier au curriculum vitae (c.v.) : Le professeur insère le dossier dans son curriculum vitae à la rubrique "Enseignement". Cet endroit, par rapport aux sections sur les activités de recherche et les services, doit refléter le rôle relatif que joue l'enseignement dans les responsabilités universitaires du professeur.

# dossier d'en

[illegible]

1. *La République* est un régime politique qui se caractérise par la présence d'un chef d'État élu pour une durée déterminée, qui exerce les fonctions de représentation de la nation et qui garantit l'indépendance et l'intégrité du territoire. Le chef d'État est élu pour une durée déterminée, généralement pour cinq ans, et peut être réélu une fois. Il est le garant de la Constitution et de la loi.

ou de promotion.

# WELCHES

Il sera plus facile de soumettre un dossier de genre comme partie intégrante d'un curriculum vitae et d'administrer une université, à défaut, même, l'écriture d'un document valable pour tout le monde, d'un bon enseignement. Le bachelier et l'élève d'un cours ont maintenant des méthodes d'évaluation efficaces, on peut recourir à l'école de spécialistes en évaluation à l'université. Si le centre pédagogique n'offre pas un tel service, il faudra envisager de le rendre disponible, en mettant sur pied un organisme chargé de l'encadrement de l'enseignement.







# Dossier d'enseignement

Guide de rédaction et d'utilisation

(Edition révisée, 1986)

Bruce M. Shore (McGill)

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Avec la collaboration des professeurs du  
Centre of Teaching and Learning Services  
Université McGill

Traduction par Louise Caron (ACPU)

Association canadienne des professeurs d'université



Publié à l'origine en 1980, ce document a été révisé dans l'espoir qu'il continue de contribuer à l'évolution des méthodes d'évaluation des professeurs d'université. Les auteurs souhaitent ardemment de recevoir des commentaires, des suggestions et des rapports sur l'usage du Guide de

## A l'utilisateur: Les six sections du guide

La section 1 explique, en termes généraux, le but du dossier du professeur et son utilité comme partie intégrante du curriculum vitae. La section 2 conseille les administrateurs sur la manière d'utiliser les dossiers pour l'embauche, le traitement, les promotions et la permanence ainsi que sur leur relation avec

Le dossier d'enseignement résume les réalisations et les principaux points forts d'un professeur dans son enseignement. Il est à l'enseignant ce qu'une liste de publications, de subventions et de distinctions universitaires est à la recherche. Le dossier d'enseignement contient de brèves descriptions qui visent à communiquer avec exactitude l'envergure et la qualité de l'enseignement d'un professeur. Un résumé des renseignements compilés pour le dossier peut s'intégrer dans un curriculum

d'autres parties du curriculum vitae du professeur. La section 3 décrit la marche à suivre pour rédiger un dossier et énumère les points qui plus importante du point de vue du professeur. Bien que l'on fasse référence au "c.v.", nable pour le lecteur.

## Qu'est-ce que le dossier d'enseignement?

tout au long du guide, il est reconnu que les exigences des universités, en ce qui concerne les soumissions annuelles des professeurs, varient. Ainsi, certaines utilisent un formulaire standard que le professeur met à jour chaque année. Le terme "c.v." est utilisé dans tout le guide et s'applique au document, peu importe le nom qui lui est donné dans chaque université, que le professeur met à jour périodiquement pour montrer ses réalisations cumulatives.



## Le rapport dénoncé...1

dans leur ensemble "un système contrôlé par l'Etat, hautement centralisé et très régenté".

M. Catano a déclaré que le rapport visait avant tout "à promouvoir le développement économique de l'Etat" et faisait primer les besoins du marché du travail sur la qualité de l'enseignement supérieur.

"Tout en disant de bonnes choses sur la formation libérale", la Commission a fait preuve de "vues très réactionnaires au sujet des arts libéraux", a-t-il dit.

M. Catano a dit que, s'il était adopté, le rapport "autoriserait le gouvernement à suivre l'exemple de la Colombie-Britannique".

Le rapport est l'aboutissement de trois années d'étude de la part de la Commission composée de trois membres.

La Commission s'attire des critiques depuis sa mise sur pied en février 1983 par le ministre de l'Éducation d'alors, M. Terry Donahoe. A l'époque, les professeurs de la Nouvelle-Écosse ont déploré les nominations faites à la Commission pour des raisons de partisanerie politique et d'inexpérience. Ils se sont aussi plaints que M. Donahoe avait passé outre aux demandes répétées de la NSCUFA que les professeurs soient au moins consultés au sujet des nominations.

La personne choisie pour présider la Commission était M. Rod MacLennan, cadre d'une société laitière de Truro (N.-É.) et militant du Parti conservateur. Les deux autres membres étaient le professeur de géologie de St. Francis Xavier William Shaw, ancien sous-ministre dans le gouvernement Buchanan, et Joan Gregson Evans, actrice d'Halifax.

La Commission avait pour mandat d'examiner le système d'enseignement postsecondaire de la Nouvelle-Écosse et de proposer des modifications à y apporter sous réserve de l'approbation du cabinet.

Dès le début, les professeurs d'université ont mis en cause les intentions réelles du gouvernement Buchanan en établissant alors la Commission.

Selon un bulletin de la NSCUFA publié en juin 1983, "les professeurs craignent grandement que le gouvernement provincial n'ait déjà fixé ses objectifs en matière d'enseignement supérieur et que les travaux des commissaires ne soient inutiles".

Durant de nombreuses années, avant la formation de la Commission, le gouvernement de la Nouvelle-Écosse avait passé outre aux recommandations de l'organisme désigné, la Commission de l'enseignement supérieur des provinces Maritimes, et réduit sa part du financement des établissements d'enseignement de la province. La collectivité universitaire avait le sentiment général que la Commission chercherait comment opérer d'autres coupures en apportant des réductions aux enseignements et services universitaires.

Les professeurs craignent aussi grandement que la Commission ne soit dominée par la philosophie du marché du travail du gouvernement et ne cherche des mécanismes et des justifications permettant un contrôle gouvernemental plus direct des universités.

Maintenant que le rapport est publié, plusieurs des craintes des professeurs étaient manifestement bien fondées.

### Le rapport de la Commission royale

Le rapport insiste sur un contrôle central de l'enseignement supérieur dans la province.

Elle recommande en particulier de créer un organisme intermédiaire provincial autonome, le Conseil de l'enseignement supérieur de la Nouvelle-Écosse. Le nouvel organisme serait doté d'une autorité exécutive et de pouvoirs discrétionnaires quant au financement afin que la planification, la programmation et l'allocation des ressources des universités s'opèrent bien dans le cadre d'un système universitaire provincial.

Les fonctions premières de l'éventuel conseil seraient de coordonner les ressources universitaires, de déterminer les besoins en fait de financement et l'allocation de fonds publics au système et de conseiller le ministre de l'Éducation sur les affaires universitaires.

Comme le recommande la Commission, le conseil aurait de vastes pouvoirs d'enquête et d'action exécutive en ce qui concerne les programmes universitaires existants et proposés.

Le conseil aurait pour responsabilité initiale d'établir un plan d'ensemble à long terme au sujet de l'enseignement supérieur en Nouvelle-Écosse. Le plan "constituerait la réponse du système aux questions d'enseignement universitaire dans la province".

Le puissant nouvel organisme se composerait de sept membres dont au plus deux venant du secteur universitaire et au plus deux représentant le gouvernement. Un des membres non universitaires et non gouvernementaux en serait président.

Une seconde série importante de recommandations demande de promouvoir et de maintenir la "qualité dans le système" et d'insister de nouveau sur les arts libéraux et les sciences. À cette fin, la Commission recommande ce qui suit:

- des conditions d'admission à l'université exigeant une formation scolaire dans des matières obligatoires à l'échelon secondaire;
- des études universitaires obligatoires dans le domaine des arts libéraux et des sciences à faire par l'étudiant avant de pouvoir se spécialiser dans une matière ou un enseignement dans ses années terminales;
- des tests d'aptitudes scolaires "pour que les étudiants qui s'inscrivent à

l'université soient bien d'un niveau de nature à promouvoir et à maintenir la qualité dans le système".

La Commission note que la Nouvelle-Écosse compte "un nombre démesuré grand d'étudiants dans ses universités, soit de 30% supérieur à la moyenne canadienne par habitant." Elle attribue cela en bonne partie au grand nombre élevé d'étudiants (7,000) de l'extérieur de la province et du pays. Pour compenser les frais de fonctionnement engagés pour l'enseignement dispensé à ces étudiants, la Commission recommande que la province reçoive "des fonds appropriés d'autres provinces ou du gouvernement fédéral" et, à défaut de quoi, adopte "un genre de contingentement des non-résidents".

Elle recommande, en outre, que, "parce que les étudiants eux-mêmes sont les principaux bénéficiaires de leur formation", les frais de scolarité soient augmentés afin que les étudiants payent la moitié du coût de leur enseignement. Le rapport, qui écarte le programme de bourses de la Nouvelle-Écosse, préconise l'établissement d'un *Education Opportunity Fund* destiné à assurer de l'aide, sous la forme de prêts seulement, aux étudiants nécessiteux.

Les étudiants étrangers, selon le rapport, devraient payer tous les frais d'enseignement connexes à leurs études, exception faite des étudiants des pays définis par l'Organisation de coopération et de développement économiques comme faisant partie des 25 pays les moins développés.

Au sujet du professorat, la Commission propose un examen annuel du rendement et un examen plus complet à l'occasion du renouvellement du contrat et de la délibération relative à la permanence ou à la promotion. Un examen défavorable donnerait lieu à des mesures disciplinaires. Elle propose aussi que soient obligatoirement suivis des cours sur des méthodes d'enseignement efficaces.

### Réponse de l'ACPU

Dans sa réponse qui sera présentée au gouvernement de la Nouvelle-Écosse, l'ACPU déclare que le rapport est "défautiste" et "imprégné d'une fausse nostalgie du passé".

Le rapport "accepte la fiction selon laquelle les gouvernements n'ont pas plus d'argent à consacrer aux universités". "Que le gouvernement décide d'affecter deux milliards de plus aux universités ou à la rescousse de banques en faillite" est, affirme-t-elle, une affaire de priorités, dit l'ACPU.

L'Association qualifie les recommandations de la Commission de "bureaucratiques à l'extrême". A son avis, le rapport constitue "essentiellement une composition très coûteuse qui énonce des vœux gratuits... qui ne reposent sur aucune documentation". L'ACPU cogne dur sur toutes les principales recommandations du rapport.

L'éventuel Conseil de l'enseignement supérieur est "une monstruosité bureaucratique."

La perfection sera imposée par un conseil tout-puissant et hautement centralisé dont les membres seront tous nommés par le parti politique au pouvoir. Au moment même où il est question de déréglementation, les commissaires proposent pour les universités de la province l'environnement le plus réglementé possible."

Selon l'ACPU, l'éventuel conseil deviendra, en fait, le Ministère de l'Enseignement supérieur de la Nouvelle-Écosse. Tout "en étant doté d'énormes pouvoirs" sur les universités, le conseil "n'aura pas à rendre compte au corps législatif ni à la population de la Nouvelle-Écosse".

L'ACPU affirme, en outre, que les diverses propositions de la Commission préconisant des conditions d'admission plus rigides, de fortes augmentations des frais de scolarité, une procédure comptable interprovinciale à l'égard des étudiants de l'extérieur de la province et une réduction du nombre d'étudiants étrangers s'inscrivent toutes dans une stratégie générale de restriction de l'accès à l'université et de réduction de la taille des universités.

L'Association conteste le postulat de la Commission selon lequel le public appliquerait une stratégie de réductions parce qu'il croit que la qualité a décliné. Faisant état

d'un récent sondage d'opinion de l'Université Dalhousie et d'autres sondages d'opinion menés dans tout le pays, l'Association affirme que tout indique le contraire.

L'ACPU se réjouit du désir qu'a exprimé la Commission d'assurer une place centrale aux arts libéraux et aux sciences fondamentales dans tous les programmes d'études universitaires qui préparent à un grade.

Elle signale, cependant, le désaccord qui existe entre les préoccupations de la Commission à cet égard et la façon dont elle entend procéder. Son approche "bornée" et "autoritaire" est "en conflit avec le principe de la libre enquête qui est à la racine des arts libéraux et des sciences fondamentales", dit l'Association.

Au sujet des critiques de la Commission à l'endroit du professorat, l'ACPU qualifie

de particulièrement hypocrite la section du rapport où elles sont exprimées. "Cette section vise à justifier les coupures apportées au nombre de professeurs afin de réduire la taille, le coût et l'étendue du système et d'y introduire du sang neuf."

L'ACPU dit que la Commission "semble avoir décidé sans enquête ni procès que plusieurs centaines de professeurs doivent être renvoyés pour incompétence". Pareille attaque est scandaleuse et injustifiée.

"Ce genre de généralisation au sujet des professeurs va de pair avec celles des gens qui disent que tous les politiciens sont des escrocs, que tous les fonctionnaires sont des universitaires ratés, que tous les gens des médias sont des mercenaires et que tous les commissaires royaux ne songent qu'à leur propre profit."

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### BUREAU.....1

tion des cotisations. En outre, on établira, au sujet des cotisations, d'autres propositions qui tiennent compte, entre autres choses, des économies d'échelle et du degré auquel les associations locales et provinciales assurent des services aux membres.

L'ACPU continue de faire face aux défis que posent le sous-financement de l'enseignement postsecondaire et la défense des droits des membres de la collectivité universitaire. Les décisions du Conseil seront cruciales pour ce qui est de déterminer l'aptitude de l'Association à répondre efficacement à ces questions et à d'autres dans les prochaines années.

Le Conseil doit aussi se pencher sur les questions suivantes: la politique provisoire concernant la retraite obligatoire; la déclaration sur les frais de scolarité et l'aide aux étudiants; la politique de désinvestissement en Afrique du Sud; et la nomination de plusieurs membres honoraires à vie à l'occasion du 35<sup>e</sup> anniversaire de l'ACPU.

La prestation de services de

garde d'enfants constituera du nouveau à la réunion du Conseil. Le Bureau de direction a approuvé une proposition de la NSCUFA visant à assurer la garde des enfants à compter de la réunion de 1986 du Conseil, si possible. Le Bureau étudiera une politique à soumettre au Conseil dans le but de la maintenir pour les prochaines années.

Outre la préparation de la réunion du Conseil, le Bureau de direction a discuté un certain nombre d'autres questions à sa dernière réunion:

- ☐ l'approbation, pour diffusion immédiate, d'une réponse au Rapport de la Commission royale d'enquête sur l'enseignement postsecondaire de la Nouvelle-Écosse.
- ☐ la réaffirmation de la position de l'ACPU sur la réduction des sommes fédérales versées au financement de la recherche et au Financement des programmes établis (FPE). Le Bureau a aussi demandé aux gouvernements provinciaux d'augmenter leur soutien financier des universités et a autorisé la tenue d'une réunion des associations provinciales sur une stratégie de lobbying.

Le Bureau a aussi adopté des mesures dans diverses autres domaines. Ainsi, par exemple, il a décidé d'aider financièrement l'association des professeurs de l'OISE à lutter contre le transfert proposé par le gouvernement d'Ontario de l'OISE à l'Université de Toronto; il a aussi décidé de soutenir financièrement les efforts menés par la NSCUFA pour dissuader le gouvernement de la Nouvelle-Écosse d'adopter les recommandations de la Commission royale d'enquête sur l'enseignement postsecondaire. Les membres du Bureau ont adopté une résolution demandant que les membres de l'ACPU évitent si possible d'utiliser les *Pacific Western Airlines* jusqu'au règlement du conflit avec les agents de bord. Le Bureau a déploré l'usage fait de la disposition de "dérogation" pour priver les employés du gouvernement de la Saskatchewan de leurs droits en vertu de la Charte.

### REPORT.....9

undertaken by Dalhousie University and other polls across Canada, the Association asserts that all the evidence points to the reverse view.

The CAUT welcomes the stated desire of the Commission to ensure a central place for the liberal arts and basic sciences in all university degree programs. However, it points to the discrepancy between the Commission's concern in this area and the way it proposes to proceed. Its "narrow" and "authoritarian" approach are "in conflict with the values of free inquiry, which are at the root of the liberal arts and basic sciences," the Association says.

### BOARD.....1

representation according to number of members which could include a maximum to limit the influence of and contributions by any single association;

- ☐ amendments to the By-laws which would call for weighted voting on all resolutions involving the raising of revenue and the expenditure of funds; and

- ☐ a balanced budget for 1986-87 with no increase in the mill rate.

In addition, alternative fee proposals will be prepared that take into consideration, among other things, economies of scale and the degree to which members' services are provided by local and provincial associations.

The CAUT continues to face the challenges of underfunding of post-secondary education and the defense of rights for members of the academic community. The decisions taken by Council will be crucial in determining the Association's ability to respond effectively to these and other issues in the years ahead.

Other items for Council action include the interim mandatory retirement policy, a

Turning to the Commission's strictures on the professoriate, the CAUT terms this section of the report particularly hypocritical. "The purpose of the section is to justify cuts in faculty in order to reduce the size, cost, and scope of the system and bring in new blood."

The CAUT says the Commission "appears to have decided without investigation or trial that several hundred faculty should be fired for incompetence. Such an attack is scandalous and unwarranted."

"This type of generalization of faculty is on a par with those of people who say that all politicians are crooks, all civil servants failed academics, all the media are hacks, and all royal commissioners are on the gravy train."

policy statement on student fees and aid, a divestment policy for South Africa, and the awarding of several honorary life memberships in recognition of the 35th anniversary of CAUT.

A new feature at Council will be the provision of childcare services. A proposal by NSCUFA to provide childcare beginning with the 1986 Council, if possible, was endorsed by the Board. The Board will be considering a policy to put forward to Council for continuing this policy in future years.

In addition to preparation for Council, there were a number of other issues discussed by the Board at its latest meeting.

- ☐ approval of a response to the Report of the Nova Scotia Royal Commission on Post-Secondary Education for immediate release.

- ☐ re-affirmation of CAUT's position on the reduction of federal monies for research funding and Established Programs Financing (EPF). The Board also called on the provincial governments to increase their support for the universities and authorized a meeting of provincial associations to discuss lobbying strategy.

Along with these initiatives, the Board undertook actions in a variety of other areas. For example, it has pledged financial support to help the faculty association at OISE fight the Ontario government's proposed transfer of OISE to the University of Toronto. It also pledged financial support to NSCUFA's efforts to dissuade the N.S. government from adopting as policy the recommendations of the NS Royal Commission on post-secondary education. The members of the Board passed a motion requesting that CAUT members avoid using Pacific Western Airlines, wherever possible until its dispute with the flight attendants is resolved. As well, the Board expressed grave concern over the use of the "notwithstanding" clause to deprive employees of the Saskatchewan government of their rights under the Charter.

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VOIR!

PARTICIPATION

Université de Montréal

### Professeur à plein temps

Le Département de nutrition de la Faculté de médecine. Cherche un professeur en administration des services d'alimentation

Fonctions:  
Enseignement et recherche  
Exigences:  
Ph.D. ou l'équivalent dans un domaine pertinent

Traitement:  
Selon la convention collective

Entrée en fonction:  
Le 1<sup>er</sup> juillet 1986

Date limite de réception des candidatures:  
Le 15 avril 1986

Les candidats sont priés de faire parvenir leur curriculum vitae et le nom et l'adresse des deux répondants à:

Dr Eugenio Rasio  
Directeur  
Département de nutrition  
Université de Montréal  
C.P. 6128, succursale A  
Montréal (Québec)  
H3C 3J7

Conformément aux exigences provinciales en matière d'immigration au Canada, la province se réserve le droit de sélectionner les candidats permanents.



## THE UNIVERSITY OF WINNIPEG

### Call for Applications to fill the position of Chair in Women's Studies

The Universities of Winnipeg and Manitoba invite applications for the position of Joint Chair in Women's Studies. Applicants should be scholars, with a Ph.D. or equivalent qualification, committed to Women's Studies and involved in women's issues within their communities. Areas of specialization are open. The responsibilities of the Chair will include teaching one course, participating in community outreach, conducting research, and stimulating research in Women's Studies.

The appointment will be made at the rank of Full Professor or Associate Professor and for a term of one to three years. Salary and rank will be commensurate with qualifications.

The Chair in Women's Studies was established through an endowment from the Secretary of State to promote Women's Studies in the Prairie Region and the Northwest Territories.

Applications should be sent to the following address along with a copy of curriculum vitae and names and addresses of three referees before May 30, 1986. The term begins in September, 1986. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Both women and men are encouraged to apply.

Address:

The Chairperson  
Selection Committee for the Chair in Women's Studies  
c/o The Vice-President (Academic)

University of Manitoba or University of Winnipeg  
Winnipeg, Mb. Winnipeg, Mb.  
R3T 2N2 R3B 2E5

### Assistant Professor, Communication Studies

The incumbent will be responsible for the development and delivery of Administrative Studies courses in Organizational and Interpersonal Communications. He/she will also be expected to conduct research and play a role in the general administrative activities of the university.

Qualifications: Candidates will have a Ph. D. with a strong background in communications theory and organizational behaviour. The preferred candidate will have worked in adult and/or distance education and have relevant applied experience. Other combinations of graduate education and work experience will be considered.

Salary: \$32,240 - \$39,828 per annum.

Please submit curriculum vitae and the names of three references by March 31, 1986 to:

Glorie Steel  
Recruitment Co-ordinator  
Athabasca University  
Box 10,000  
Athabasca, Alberta T0G 2R0

Athabasca University



# CAUT protests cutbacks in federal transfers

by Richard Bellaire  
CAUT Staff

The government has finally introduced its proposed legislation to cut the federal transfers to the provinces under the Established Programs Financing (EPF) Act. The legislation covers transfers for three programs: hospitalization, medicare and postsecondary education. These transfers amounted to some \$15 billion for fiscal year 1985-86.

The legislation calls for 2% to be cut from the escalator formula used in the EPF act. This will result in a "savings" to the federal government of some \$5.5 billion over the next five years. In other words, the transfers to the provinces will be \$5,500,000,000 less than what they would have been with no change.

CAUT has protested this action (the outline of which had been announced in the budget of May 1985) as

misguided. It says it will do nothing to solve the real problem of higher education, which is the continued underfunding by governments.

Previous governments have already used EPF as a means of cutting expenditures. In 1982 the Liberal government terminated the Revenue Guarantee Program which was attached to EPF. This cost the provinces some one billion dollars per year in decreased revenue. In 1983-84

and 1984-85, the transfers for postsecondary education (and only postsecondary education, not health) were limited by the 6%/5% policy of the federal government. This decreased transfers by a cumulative total of \$360,000,000 for the two years.

CAUT is calling on the federal government not to proceed with this legislation. It is calling on the provinces to enter meaningful negotiations with the federal government

on the problems of higher education. Finally CAUT is calling for a first minister's meeting to be confined solely to the question of higher education and research.

Help us improve the odds on life. Give to the Kidney Foundation of Canada.



## Université de Moncton



### POSTES DE PROFESSEURS EN

Comptabilité  
Education  
Chimie  
Génie  
Informatique  
Mathématique

Physique  
Economie  
Droit  
Etudes familiales  
Sciences infirmières

GENIE (1 poste régulier en génie civil)  
(1 poste temporaire de 2 ans en génie civil)  
(1 poste régulier en génie industriel)  
(1 poste temporaire d'un an en génie industriel)  
(1 poste temporaire d'un an en génie électrique)

Fonctions: Poste régulier en génie civil: Enseignement aux niveaux du 1er et 2e cycles et recherche. Préférence en géotechnique, structure, construction et génie sanitaire.

Poste temporaire en génie civil: Enseignement aux niveaux du 1er et 2e cycles et recherche. Préférence en structure et construction.

Poste régulier en génie industriel: Enseignement aux niveaux du 1er et 2e cycles et recherche. Préférence en contrôle de la production et planification, CAO/FAO, technologie des aliments, simulation, facteur humain et management.

Poste temporaire en génie industriel: Enseignement aux niveaux du 1er et 2e cycles et recherche. Préférence en recherche opérationnelle ou contrôle de la production.

Poste temporaire en génie électrique: Enseignement aux niveaux du 1er et 2e cycles et recherche. Préférence en circuits logiques et digitaux ou communication ou informatique industrielle.

Qualifications: Ph.D. ou l'équivalent. Les candidatures des personnes présentant en instance de thèse et celles possédant la maîtrise avec expérience pratique dans le domaine approprié seront également considérées.

Communiquer avec: M. Narendra Srivastava, directeur Ecole de génie  
Téléphone: (506) 858-4309

INFORMATIQUE (1 poste régulier)  
(1 poste temporaire d'un an)

Fonctions: Pour les deux postes: enseignement au niveau du 1er cycle et recherche en informatique. Le Département offre un programme spécialisé en informatique appliquée (B.I.A.) auquel sont inscrits plus de 150 étudiants.

Qualifications: Pour les deux postes: Ph.D. en informatique. Les candidatures de personnes présentant en instance de thèse et celles détenant la maîtrise pourront être considérées.

MATHEMATIQUE (1 poste temporaire d'un an)

Fonctions: Enseignement au premier cycle et recherche en mathématiques. Les candidatures de personnes présentant en instance de thèse et celles détenant la maîtrise pourront être considérées.

Qualifications: Ph.D. ou l'équivalent. Une préférence sera accordée aux candidats possédant une formation en physique théorique ou expérimentale et en physique de la matière condensée.

Communiquer avec: Monsieur Fernand Girouard, directeur

PHYSIQUE (1 poste temporaire d'un an)  
Fonctions: Enseignement aux niveaux du baccalauréat et de la maîtrise et recherche en physique.

Qualifications: Ph.D. ou l'équivalent. Une préférence sera accordée aux candidats possédant une formation en physique théorique ou expérimentale et en physique de la matière condensée.

Communiquer avec: Monsieur Fernand Girouard, directeur

Département de mathématique, physique et informatique  
Téléphone: (506) 858-4339

### Faculté des Sciences Sociales

ECONOMIE (1 poste temporaire d'un an)

Fonctions: Enseignement d'un cours de microéconomie avancée, deux cours d'économie, un cours de microéconomie intermédiaire et un autre cours qui reste à déterminer.

Qualifications: Ph.D. ou l'équivalent. Les candidatures des personnes présentant en instance de thèse de doctorat seront également considérées.

Communiquer avec: M. Eugène Richard, directeur  
Département d'économie  
Téléphone: (506) 858-4182

### École de Droit

DROIT (1 poste régulier)  
(2 postes temporaires d'un an)

Fonctions: Enseignement du droit.

Qualifications: Maîtrise ou Ph.D. en droit ou l'équivalent. Les candidatures des personnes détenant un baccalauréat en droit (préférence en common law) seront également considérées. Membre du Barreau du Nouveau Brunswick ou admissible au Barreau du Nouveau Brunswick. Expérience clinique ou dans la pratique du droit de préférence.

Communiquer avec: M. James Lockyer, doyen  
Téléphone: (506) 858-4560

### École de Nutrition et d'Études Familiales

ETUDE FAMILIALE (1 poste temporaire d'un an)

Fonctions: Enseignement dans les domaines particuliers de l'organisation et vie familiale ainsi que de la communication. Développement de programmes de stages pratiques en études familiales.

Qualifications: Ph.D. en études familiales ou l'équivalent. Les candidatures des personnes possédant une maîtrise en études familiales et expérience pertinente pourront être considérées.

Communiquer avec: Mme Collette Martin, directrice  
Téléphone: (506) 858-4003

### École des Sciences Infirmières

SCIENCES INFIRMIÈRES (2 postes temporaires d'un an)

Fonctions: Premier poste: Enseignement théorique et clinique en 3e et 4e années du programme dans le domaine des soins infirmiers aux adultes et aux enfants. Deuxième poste: Enseignement théorique et clinique en 3e et 4e années dans les domaines des soins infirmiers généraux de l'adulte et des soins infirmiers en orthopédie.

Qualifications: Maîtrise en sciences infirmières avec expérience dans la discipline.

Communiquer avec: Mme Velma Wade, directrice  
École des sciences infirmières  
Téléphone: (506) 858-4257

(Conformément aux exigences relatives à l'immigration au Canada, ces postes sont offerts aux citoyens canadiens et aux résidents permanents seulement.)

### (Postes offerts également aux hommes et aux femmes)

Sous réserve d'approbation budgétaire, les postes ci-haut mentionnés seront à combler à compter du 1er juillet 1986 (sauf indication contraire). Les candidatures seront étudiées selon leur ordre d'arrivée. Les candidat(e)s doivent maîtriser la langue française tant orale qu'écrite. Toute candidature doit comporter un curriculum vitae détaillé avec le nom de trois (3) répondants et être transmise au sein de la personne indiquée ci-dessous à l'adresse suivante:

Université de Moncton  
Moncton, Nouveau-Brunswick  
E1A 3E9

Lors de son engagement, le professeur à plein temps se voit attribuer un des rangs professoraux définis dans la convention collective selon ses qualifications et son expérience. Le traitement annuel est établi aussi selon les qualifications et l'expérience.

### Faculté d'Administration

COMPTABILITÉ (1 poste régulier)

Fonctions: Enseignement aux niveaux du 1er et 2e cycles et recherche en théorie comptable et en vérification. Les candidat(e)s doivent détenir le Ph.D. en Sciences comptables ou l'équivalent.

Qualifications: M. Roger Bourque, directeur  
Département de comptabilité  
Téléphone: (506) 858-4229

### Faculté des Sciences de l'Éducation

EDUCATION COMMERCIALE (1 poste temporaire de 6 mois — semestre d'hiver 1987)

Fonctions: Enseignement de l'écriture rapide, de la dactylographie, du traitement de texte et la supervision de stages au niveau du 1er cycle. Connaissances en recherche seraient un atout.

Qualifications: Ph.D. ou l'équivalent. Les candidatures des personnes détenant la maîtrise avec expérience dans le domaine seront également considérées.

Communiquer avec: M. Rodolphe Savoie, directeur  
Département d'éducation professionnelle  
Téléphone: (506) 858-4476

### Faculté des Sciences et de Génie

CHIMIE INORGANIQUE (1 poste temporaire de 6 mois — 1er juillet au 31 décembre 1986)

Fonctions: Enseignement de la chimie inorganique.

Qualifications: Ph.D. ou l'équivalent.

Communiquer avec: Mme Gilberte LeBlanc, directrice  
Département de chimie et biochimie



## ADMINISTRATIVE POSITIONS

**BRANDON UNIVERSITY.** Director of Student Records. Applications and nominations are invited for the position of Director of Student Records at Brandon University. The successful applicant will be offered a five-year appointment (renewable effective July 1, 1986). Applicants should possess a minimum of a substantial administrative experience. A background in computers, the management of student records, and a good knowledge of relevant legislation is desirable. The ability to communicate clearly and effectively in writing, to people as necessary, is essential to this position. Applicants, in relation, accompanied by a current curriculum vitae and the names, addresses and telephone numbers of three references, should be forwarded by March 31, 1986 to: Chair, Search Committee for Director of Student Records, Brandon University, Brandon, Manitoba, R7A 6A9. (Note: Position is available only in accordance with Canadian Immigration regulations. This advertisement is directed to Canadian citizens and permanent residents. The University encourages women and men to apply.)

**BRANDON UNIVERSITY.** Director of Extension. Applications and nominations are invited for the position of Director of Extension at Brandon University. The successful applicant will be offered a five-year appointment (renewable effective July 1, 1986). The Director of Extension reports directly to the Vice-President (Academic and Research) and is responsible for off-campus credit courses, distance education, and credit offerings both on and off campus. Applicants should possess a minimum of a graduate degree, a minimum of five years' experience in extension, distance education, and/or continuing education. The successful candidate will be expected to develop a successful off-campus credit program and strengthen the role of credit and non-credit courses to isolated communities by a variety of distance education modes. The candidate will work with a wide range of groups and organizations in establishing and maintaining programs. In willing, accompanied by a current curriculum vitae and the names, addresses and telephone numbers of three references, should be forwarded by March 31, 1986 to: Chair, Search Committee for Director of Extension, Brandon University, Brandon, Manitoba, R7A 6A9. (Note: Position subject to availability of funds.) In accordance with Canadian Immigration regulations, this advertisement is directed to Canadian citizens and permanent residents. The University encourages women and men to apply.

**BRANDON UNIVERSITY.** Director of Private Fund Raising. Applications and nominations are invited for the position of Director of Private Fund Raising. The successful candidate will be offered an initial term appointment of three years (renewable) effective July 1, 1986. Applicants should possess a minimum of a graduate degree, a minimum of five years' experience in fundraising, and a minimum of five years' experience in the development of budget controls, the development of a detailed campaign plan and operating schedules, the production of campaign printed materials and the detailed direction of all headquarters procedures. Applications, in willing, accompanied by a current curriculum vitae and the names, addresses and telephone numbers of three references, should be forwarded by

## Advertising and censure

CAUT will carry advertisements from censured universities at the first and second stages of censure only. CAUT refuses ads from universities at the third stage of censure because the Council explicitly recommends that no positions at an institution at this stage of censure.

March 31, 1986 to: Chair, Search Committee for Director of Private Fund Raising, Brandon University, Brandon, Manitoba, R7A 6A9. (Note: Appointment subject to availability of funds.) In accordance with Canadian Immigration regulations, this advertisement is directed to Canadian citizens and permanent residents. The University encourages women and men to apply.

**ATLANTIC SCHOOL OF THEOLOGY.** Atlantic School of Theology seeks a President to be Presiding Head and responsible for administrative, financial and external affairs of the School. Applicants must be committed to innovative theological education, collegiality in leadership and working in an ecumenical environment. An earned doctorate with a minimum of five years' experience in leadership with demonstrable administrative skills. In accordance with Canadian Immigration regulations, this advertisement is directed to Canadian citizens and permanent residents. Position is subject to final budgetary approval.

**UNIVERSITY OF ALBERTA.** Nephrology/Immunology. Director, The University of Alberta invites applications for the Directorship of the Division of Nephrology and Immunology in the Department of Medicine, University of Alberta. Rank and financial arrangements are negotiable according to experience and qualifications. The current salary base Associate Professor is \$48,970.00 to \$61,521.00. Applicants should have M.D. F.R.C.P.C. with the appropriate subspecialty in Nephrology. Additional research training to the Ph.D. level would be welcome but not essential. The successful applicant would be expected to have sufficient energy, administrative and research experience that he would be able to successfully develop and expand the Division's research base. Additionally he would be expected to have sufficient energy, administrative and research experience to develop clinical and research activities. The University of Alberta is an equal opportunity employer, but in accordance with Canada Employment and Immigration regulations, priority will be given to Canadian citizens and permanent residents of Canada. Candidates should forward their curriculum vitae within 40 days of this publication along with an outline for their research interests and names of three references to: Dr. G.D. Molnar, Department of Medicine, Room 6-121 Clinical Sciences Building, University of Alberta, Edmonton, Alberta, Canada, T6G 2G3.

**UNIVERSITY OF SASKATCHEWAN.** Pediatric Hematologist/Oncologist. The Saskatchewan Cancer Clinic and the Department of Paediatrics of the University Hospital invite applications for the position of Head of Pediatric Hematology/Oncology Job Description: The Head will be responsible for direction of the activities of the section of Pediatric Hematology/Oncology within the Saskatchewan Cancer Clinic and the Division of Oncology of the College of Medicine as well as the sections of Hematology and Oncology within the Department of Paediatrics in the College of Medicine and the University Hospital. These activities will include patient care, teaching and research. The Head will be jointly appointed to the staff of the Saskatchewan Cancer Clinic and the Department of

Paediatrics and will have an appropriate joint academic appointment in the Department of Paediatrics and the Division of Oncology. Appointment to other departments will be considered. Academic rank will be according to experience and qualifications. Adjoining privileges will be in the Department of Paediatrics in the University Hospital. Position Requirements: The Head should be a pediatrician with a minimum of five years' experience in training in Hematology/Oncology and should have the F.R.C.P.C. in Paediatrics and/or Hematology, or have equivalent recognized postgraduate qualification and be willing to obtain the Fellowship of the Royal College of Physicians. The successful candidate will preferably have several years of clinical experience demonstrated interest in either or both clinical and laboratory research, and experience and commitment to cooperative clinical trials. In accordance with Canadian Immigration regulations, priority will be given to Canadian citizens and permanent residents of Canada. Please send curriculum vitae with names of three references to: Dr. D.J. Klassen, Director, Saskatchewan Cancer Clinic, Professor and Head, Division of Oncology, University Hospital, Saskatchewan, S7N 0X0. Dr. M.K.H. Rankin, Director, Department of Paediatrics, University Hospital, Saskatchewan, S7N 0X0.

**UNIVERSITY OF AUCKLAND, NEW ZEALAND.** A Chair in International Law. Department of Law. This position is an established Chair in the Department, there being four other Chairs currently held in the fields of Common Law, Equity and Family Law, Land Law and Public Law. Applicants should have particular qualifications within the general field of Commercial Law, coupled with ability to give leadership and direction within that general field, and, as well as teaching and examining, will be expected to encourage, supervise and engage in research within the University. The appointee may be required to take on additional duties in the Department, and may be considered for Headship and Deanship of the Faculty at a future time. Commencing salary will be established within the range \$32,620.00-\$77,500.00 having regard to the qualifications of the candidate concerned. Conditions of Appointment and Method of Application are available from the Assistant Registrar (Academic Appointments), University of Auckland, Private Bag 920 Auckland, New Zealand. Applications, in accordance with the Method of Application should be forwarded to the Assistant Registrar, but not later than the closing date 30 March 1986.

**SAINT MARY'S UNIVERSITY.** Accounting. Applications are invited for a visiting professorship or a terminal post to teach Management Information Systems in the Department of Accounting. Qualifications include a Ph.D. or the necessary qualifications to teach in the area. In accordance with Canadian Immigration regulations, this advertisement is directed to Canadian citizens and permanent residents. Applications will be treated in confidence and should be sent to: Dr. Frank Dougherty, Saint Mary's University, Department of Accounting, Saint

## Positions Available

## Publicité et Censure

L'ACPU accepte les annonces des universités frappées de la censure. L'ACPU refuse les annonces des universités à la troisième étape de la censure parce que le Conseil recommande explicitement que les membres ne puissent accepter un poste à une université qui en est à cette étape.

May's University, Halifax, Nova Scotia, B3H 3C3.

## ADMINISTRATIVE STUDIES

**YORK UNIVERSITY, ATKINSON COLLEGE.** Department of Administrative Studies. Applications are invited for two tenure-track positions at the Assistant Professor level in (a) Accounting with a preferred specialization in Taxation or (b) Quantitative Business Analysis or (c) Human Resources Management. Teaching duties will be with part-time and mature undergraduates but candidates are required to be qualified to teach as well as the faculty of Graduate Studies. Possession of a real completion of teaching in the field is required. Ability to teach in other related areas of administrative studies is preferred. In accordance with Canadian Immigration regulations, this advertisement is directed to Canadian citizens and permanent residents. Send CV and names of three references to: Dr. V.S. MacKinnon, Chairman, Department of Administrative Studies, York University, Atkinson College, 4700 Keele Street, Downsview, Ontario, M3J 1P3 by April 1, 1986.

**YORK UNIVERSITY, ATKINSON COLLEGE.** Department of Administrative Studies. Applications are invited for two tenure-track positions at the Assistant Professor level in (a) Finance and (b) Marketing. For both posts possession of or substantial progress towards a doctoral qualification and experience with use of computers as an instructional aid combined with ability to develop new materials and applications using the computer are required. Preference will be given to candidates able to teach in related areas of administrative studies. For the Finance post a sound knowledge of Canadian financial markets and institutions is also required and previous employment experience in finance and marketing is desirable. For the Marketing post relevant previous employment in a business setting is desirable. In accordance with Canadian Immigration regulations, this advertisement is directed to Canadian citizens and permanent residents. Send CV and names of three references to: Dr. V.S. MacKinnon, Chairman, Department of Administrative Studies, York University, Atkinson College, 4700 Keele Street, Downsview, Ontario, M3J 1P3 by April 1, 1986.

**MACDONALD COLLEGE OF MCGILL UNIVERSITY.** Agricultural Business. Applications are invited for the position of Assistant Professor (tenure track) in the Department of Agricultural Economics. Responsibilities include teaching undergraduate and graduate management and agribusiness courses to students majoring in agriculture, food science, dietetics and nutrition and supervising and conducting research in the Agribusiness sector. Candidates should have a Ph.D. in Agricultural Economics or equivalent. Training and experience in business and management are desirable as is working knowledge of French. The salary and benefits package is competitive. This competition will remain open until May 15th, 1986 or until a

suitable candidate is found. The position is available in July. Applicants should submit a resume and curriculum vitae, letters of reference and one official copy of all university transcripts to be sent to: Dr. Garth Collin, Chair, Search Committee for Agricultural Business, Macdonald College, 2111 Lakeshore Road, St. Anne de Bellevue, Quebec, Canada, H9X 1C0. In accordance with Canadian Immigration regulations, priority will be given to Canadian citizens and permanent residents of Canada.

**ANTHROPOLOGY.** UNIVERSITY OF TORONTO. Department of Anthropology. The Department of Anthropology, University of Toronto, invites applications for a tenure-stream position as a Physical Anthropologist (SI Group campus), commencing July 1, 1987, at Assistant Professor rank. The successful applicant is expected to have a minimum of a graduate degree in the discipline, a professional background in physical anthropology, and effective teaching skills. Research specializations are open. The ability to teach Skeletal Biology at both the senior undergraduate and graduate levels is required. Other undergraduate courses in Anthropology, and the introduction to research in Anthropology, are given. The position is a tenure-stream position with a salary level commensurate with qualifications, at least \$27,000. Send applications with curriculum vitae, the names and addresses of three references, and a copy of any current publications to: Chairman, Department of Anthropology, University of Toronto, Toronto, Ontario, M5S 1A1 before September 1, 1986, in accordance with Canadian Immigration regulations. This advertisement is directed to the first instance to Canadian citizens and permanent residents of Canada.

**UNIVERSITY OF WINDSOR.** Department of Sociology and Anthropology. Position available in the Department of Sociology and Anthropology. The position is a tenure-stream position with a salary level commensurate with qualifications, at least \$27,000. Send applications with curriculum vitae, the names and addresses of three references, and a copy of any current publications to: Chairman, Department of Sociology and Anthropology, University of Windsor, Windsor, Ontario, N9B 3P4. Telephone: (519) 253-4232. Fax: 253-4229. In accordance with Canadian Immigration regulations, this advertisement is directed to Canadian citizens and landed immigrants. The University of Windsor offers equal opportunity for employment to qualified female and male applicants.

## BIOCHEMISTRY

**McGILL UNIVERSITY.** Biochemistry Department. The Department of Biochemistry, Faculty of Medicine, University of Montreal, is seeking candidates for a tenure-track faculty position at the rank of Assistant Professor commencing September 1, 1986 with a later appointment possible. The incumbent's responsibilities will include teaching graduate and undergraduate courses, supervision of students and maintaining an active research program. Candidates should have at least two years of postdoctoral experience. Interested candidates are invited to submit their curriculum vitae, the names of at least three references and a statement of research interests to: Dr. E. McGeehan, Search Committee, Department of Biochemistry, 3635 Drummond Street, Montreal, Quebec, Canada, H3G 1Y6. Applications will be accepted until a suitable candidate is found. In accordance with Canadian Immigration regulations, priority will be given to Canadian citizens and permanent residents of Canada. However, women and men are encouraged to apply.

**UNIVERSITY OF ALBERTA.** Department of Biochemistry. Applications are invited for a Research Associate in the field of Macromolecular Nuclear Magnetic Resonance Spectroscopy. This position is available immediately and is long-term, renewable on an annual basis. Current funds are available for a year period. Candidates should have a doctoral degree in NMR spectroscopy and should have 2-3 years postdoctoral experience.

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**UNIVERSITY COLLEGE OF CAPE BRETON**, Department of Management and Administration, 1, Assistant Professor, M.B.A., is seeking a graduate undergraduate teaching position in the Department of Management and Administration. Qualifications: minimum M.B.A., M.P.A. or equivalent; graduate level course work in statistical, calculus, linear algebra, accounting, organizational behavior, entrepreneurship, marketing, and computers. 4. Salary commensurate with experience. Send resume and references to: Professor D. Robertson, Chairman, Dept. of Management & Administration, University of Cape Breton, P.O. Box 1600, Sydney, N.S., B1P 6L6. Effective: July 1, 1988. Closing date: December 1, 1988. 7. Closing: When filled.

**UNIVERSITY COLLEGE OF CAPE BRETON**, Department of Management and Administration, The Department of Management and Administration has an excellent opportunity for a person with experience in business and a special interest in teaching university level students. The position involves the following areas: management, accounting, statistics, calculus, linear algebra, organizational behavior, marketing and computers. The position is in a rapidly growing dynamic department with considerable scope for research and teaching. Interested persons with qualifications: minimum M.B.A., M.P.A. or equivalent, in accordance with General University of Cape Breton requirements is directed in the first instance to send resume and references to the Department of Management and Administration residents. Rank and salary according to experience.



**UNIVERSITY OF WATERLOO.** Mathematics, Department of Commerce and Optimization. Applicants are being sought for an Assistant or Associate Professor in the area of Deterministic Operations Research starting July 1, 1986. A recent degree is required and candidates should have proven ability, or the potential for excellent research. The methodology of Operations Research, ability to teach effectively at both undergraduate and graduate levels is desired. The candidate should also have interests in the applications of operations research. The University of Waterloo Deterministic Operations Research team in business, industry and commerce, and experience in this area is minimal. The successful candidate will be encouraged to continue his/her involvement in such applications through research contracts. The appointment is expected to enhance the Department's ability to support education in the area












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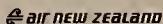
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